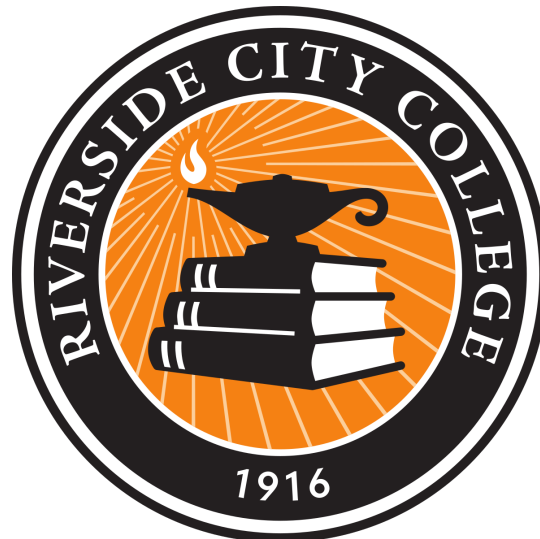


# Nursing Concurrent Enrollment Program

*The Tri-County Collaborative*



# Nursing Preparation

- ▶ 1965 American Nurses Association Statement -Baccalaureate as entry to nursing profession
- ▶ 2010 Institute of Medicine - National Academy of Medicine
  - ▶ Percentage of registered nurses with a BSN should increase to 80 percent by 2020, and
  - ▶ Nurses should progress through an improved education system that promotes seamless academic progression.
- ▶ 2017 California BRN - average time from ADN to BSN 8.9 years

# Issues Delaying Academic Progression

- ▶ ADN students arriving from Community College with excess units for transfer
- ▶ ADN students arriving without lower division GE certification
- ▶ CSU required nursing units and upper division GE unduly lengthened time to BSN - 2010
- ▶ Inconsistent number of units awarded for NCLEX preparation

# Concurrent Enrollment Program

- ▶ Political support from California Senator Roth
- ▶ Administrative Leadership support of Chancellor Offices of CSU and RCC and academic nursing leaders RCC, CSU Fullerton and CSU San Bernardino and agreed to:
  - allow plans for RCC nursing students concurrent enrollment in the two local CSU state-funded BSN programs
  - provide for student financial aid administration by the CSU campuses

# Mission, Goal and Intentions

## ▶ Mission Statement

The Tri-County ADN-BSN model collaborative program aims to transform nursing education by creating a high quality, affordable, community college and university curriculum pathway that prepares BSN nurse generalists to serve California's diverse population.

## ▶ Goal

Develop, launch, and evaluate a cohort concurrent enrollment ADN to BSN model to allow students to complete their BSN in four years.

## ▶ Intentions

- ▶ Meet diversity needs
- ▶ Model best practice
- ▶ Provide a quality educational experience
- ▶ Allow access to CSU BSN program

# CEP Curricular Roadmap Requirements

- ▶ Total number of units required for the RCC ADN to the CSU BSN degree was mapped out at 120 units. Following CSU admission policy 70 associate degree units were to be transferred over for admission and another 50 units would be awarded based on credit for NCLEX and CSU campus coursework required.
- ▶ The number of specific nursing units required in the RCC was redesigned from its prior 42 units to 39 units with three of the units approved through the CSU course articulation agreement and able to be double counted to meet the CSU General Education Category E, Lifelong Learning, and RCC nursing curricular needs.

## CEP Curricular Roadmap Accommodations

- ▶ RCC worked to eliminate pre-requisites to pre-requisites as well as to change their curriculum
- ▶ RCC students to be enrolled in one identified three-unit BSN course during their fall and spring RCC semesters to acquire 12 units of required BSN coursework prior to their matriculation as ADN-to-BSN CSU students
- ▶ CSU worked for double counting of selected upper division nursing courses as required upper division general education requirements to remain within 120 units
- ▶ CSU standardized credit for NCLEX and moved to 30 units of upper division nursing and general education

# Institutional Factors for Success

- ▶ Strong leadership at Chancellor Offices, Universities, and Nursing
- ▶ Coordination of Financial AID to include units at CC and at CSU
- ▶ Dedicated advisor support and linkage to Admissions/Financial Aid Offices
- ▶ Enthusiastic faculty



# Student Factors for Success

- ▶ Determination—they really want this
- ▶ Staying connected with Advisors for coordination between campuses
- ▶ Getting connected with faculty and our student groups
- ▶ Planning for different scenarios
- ▶ Making connection with Financial Aid—documents on time and correct

# Snapshot of Two Cohorts - Fullerton Fall Admissions

- ▶ Cohort One
  - ▶ Admitted 40; Retained 24
- ▶ Cohort Two
  - ▶ Admitted 40: Retained 27

Ethnicity	Percentage
Asian/Pacific Islander	12.5%
Black	7.5%
Hispanic	60.0%
White	12.5%
Two or more races	5%

# Snapshot of Two Cohorts - San Bernardino Spring Admissions

- ▶ Cohort One
  - ▶ Admitted 40; Retained 30
- ▶ Cohort Two
  - ▶ Admitted 40: Retained - in first term
- ▶ Attrition Issues for both RCC-CSU groups
  - ▶ Work
  - ▶ Second Bac Students
  - ▶ COVID-19

# Planned Evaluation and Graduation

- ▶ Factors of interest will be collected through graduation exit and alumni surveys
  - ▶ Attrition, completion, and employment rates,
  - ▶ Barriers related to completing the program of study,
  - ▶ Student satisfaction with the program related to financial aid assistance, ADN and BSN curriculum, and student services support
- ▶ First cohorts will graduate in June and December 2021

# Concerns

- ▶ Admission dates vary among RCC and CSU campuses
- ▶ Identification of factors related to attrition
- ▶ Cohort cohesion disrupted in UD General Education courses for 2nd BS enrollees
- ▶ Review impact of changing CSU GE requirements

## Bottom Line

- ▶ An exciting development in nursing education 60+ years **after** call for BSN entry to practice
- ▶ Provides access for students who cannot access University programs as freshman due to socioeconomic factors
- ▶ Answers the IOM call for seamless transition in Nursing education
- ▶ Is it worth the curricular and coordination work?

**Absolutely!**