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Campaign for Action

Robert Wood Johnson Foundation
AARP

RWJF's *Academic Progression in Nursing (APIN)* presents:

Dual/Co-Enrollment & Academic Progression

AONE The Voice of Nursing Leadership
AACN American Association of Colleges of Nursing
ANA AMERICAN NURSES ASSOCIATION
NIN National League for Nursing

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Academic Progression in Nursing

- Objective: test promising models in pursuit of the 80/20 goal
- RWJF and Tri-Council for Nursing
- Nine states selected in APIN I cohort (2012-2014)
- All nine states re-awarded for APIN II (2014-2016)
- \$600,000 total for each of the 9 states, over 4 years

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Education: National Progress

Number of Students in RN-to-BSN programs

69% increase from 2010 to 2014

2010: 77,259
2013: 118,176
2014: 130,345

Source: American Association of Colleges of Nursing

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Non-BSNs v. Adjusted "New BSNs" (Generic + RN to BSNs) Entering Workforce

Additional Nurses per Year

Source: P. McMenamin, ANA, 2015

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APIN State Progress

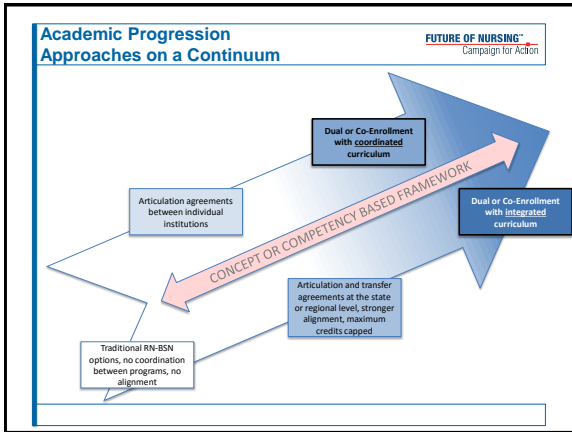
National & APIN State Progress on % of RNs with BSN or higher Degree		
	2012*	2014
National	50.0%*	51%*
California	50.0%*	61.5%*
Hawaii	58.3%*	66.0%*
Massachusetts	53.2%*	58%*
Montana	55.6%**	56.4%*
New Mexico	41.3%*	48%*
New York	47.2%*	57%**
North Carolina	44.7%*	56.5%*
Texas	48.8%*	53.8%*
Washington	50.9%*	66.5%*

* 2013 American Community Survey; ** 2014 State Income Reporting
* 2012 American Community Survey; ** 2014 State Income Reporting
* 2013 NSRN Sample Survey (Washington State design not representative)
† Figure represents state income only
** 2010 state income data

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Dual & Co-Enrollment Models

- Students are enrolled simultaneously or in alternating academic terms at a community college and university, allowing the student to take ADN and BSN level coursework concurrently, or in alternating sequence.
- The shared ADN-BSN curriculum utilized by the community college(s) and university(ies) may have:
 - coordinated or common pre-reqs and general ed
 - common ADN curriculum, BSN curriculum or both
 - shared outcomes based framework: concept-based, competency-based, or other



Concurrent Enrollment Models

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Benefits:

- A less expensive BSN option for students
- A BSN option in the home community
- Fosters cooperation between community colleges and universities, **NOT competition**
- Strong potential to help progress workforce to 80% BSN level

Dual and Co-Enrollment Models

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- Focus on pre-licensure students
 - (Different from other shared statewide or regional curriculum such as seamless RN-BSN articulation, statewide direct transfer)
- Highly collaborative partnerships between ADN and BSN programs
- Students often progress as a cohort, providing benefits of social cohesion through BSN completion
- Emphasis on student advising
- Common goal of immediate progression to baccalaureate level

Differences in Concurrent Enrollment Models

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- Curriculum design
 - Competency based, concept based, other
- Curriculum alignment
- Course sequencing
- Financial aid
- Shared faculty
- Distance learning
- Timing of NCLEX and Licensure
- Sustainability – Financial and Institutional

Avg time for RN-BSN Completion

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One goal of shared curricula is to decrease the amount of time between initial RN licensure following the ADN and completion of the BSN. This average sits at around 9.4¹ years. While many shared curricula still allow students to “opt out” following ADN graduation, APIN projects demonstrate that most students choose to take advantage of seamless progression immediately progress to the baccalaureate level, thus significantly decreasing the length of time to BSN completion.²

% of Students in APIN-supported shared curriculum that progress to BSN within approx. 1 year of ADN completion	
California	97%
Hawaii	55%
New Mexico	100%*
New York	79.5%
North Carolina	87%
Texas	34%

*no “opt-out” option in this model
²2012 California Board of Registered Nurses Survey

Emerging Model

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Promising Strategy to Accelerate Academic Progression

Community colleges and universities in partnership create BSN curriculum where students receive their RN upon completion of the BSN.

- Being implemented in New Mexico and Kansas

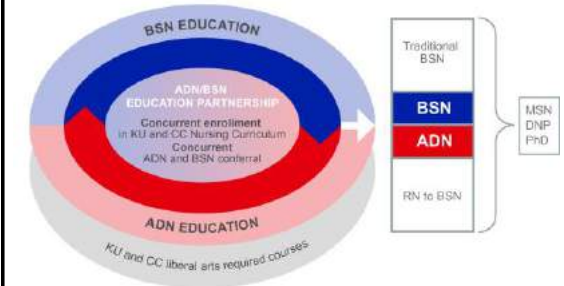
Where are these programs?

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- NMNEC in New Mexico (Emerging Model)
- Cal State University LA Collaborative and other CSUs
- University of Kansas and partners (moving towards Emerging Model)
- Oregon – OCNE
- North Carolina's Regionally Increasing Baccalaureate Nurses (RIBN)
- Arizona's Concurrent Enrollment Program
- Minnesota Alliance for Nursing Education
- University of Wyoming and Wyoming Community Colleges
- Idaho nursing programs
- Others?.....

13

KU/Community College Nursing Partnership A Model for BSN Education Partnering with Community Colleges in Kansas



CC = Community College
BSN = Bachelor of Science in Nursing
ADN = Associate Degree in Nursing

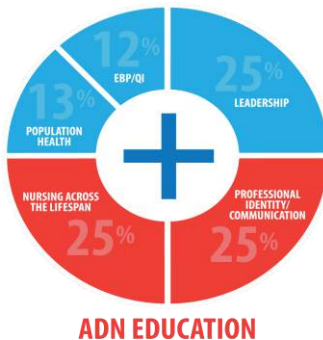
Baccalaureate/Community College Nursing Curriculum

SEMESTER	COURSE	CREDIT	SEMESTER	COURSE	CREDIT
Fall 1	NU10001	4	Spring 1	NU10001	4
	NU10002	4		NU10002	4
	NU10003	4		NU10003	4
	NU10004	4		NU10004	4
Fall 2	NU10005	4	Spring 2	NU10005	4
	NU10006	4		NU10006	4
	NU10007	4		NU10007	4
	NU10008	4		NU10008	4
Summer 2	NU10009	4	Spring 3	NU10009	4
	NU10010	4		NU10010	4
	NU10011	4		NU10011	4
	NU10012	4		NU10012	4
Fall 3	NU10013	4	Spring 4	NU10013	4
	NU10014	4		NU10014	4
	NU10015	4		NU10015	4
	NU10016	4		NU10016	4
Fall 4	NU10017	4	Spring 5	NU10017	4
	NU10018	4		NU10018	4
	NU10019	4		NU10019	4
	NU10020	4		NU10020	4



Kumm, S., & Fletcher, K.A. (2012). From Daunting Task to New Beginnings: Bachelor of Science in Nursing Curriculum Revision using the New Essentials. *Journal of Professional Nursing*, 28 (2): 82-89.

BSN EDUCATION

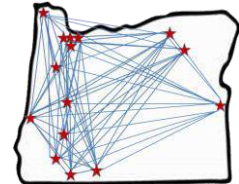


Kumm, S., Godfrey, N., Martin, D., Tucci, M., Muenks, M., & Spaeth, T. (2014). Baccalaureate outcomes met by associate degree programs. *Nurse Educator*, 39 (5), 216-220.

©2014 The University of Kansas.

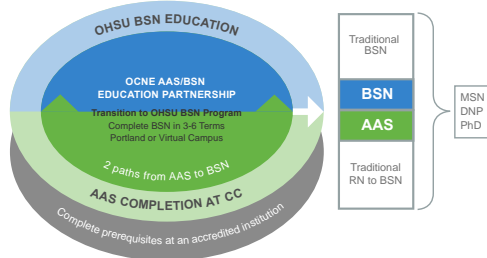
Oregon Consortium for Nursing Education

- Blue Mountain Community College
- Clackamas Community College
- Lane Community College
- Mount Hood Community College
- OHSU Ashland
- OHSU Klamath Falls
- OHSU LaGrande
- OHSU Monmouth
- OHSU Portland
- Portland Community College
- Rogue Community College
- Southwestern Oregon Community College
- Treasure Valley Community College
- Umpqua Community College



Beginning in 2016
➢ Clatsop Community College

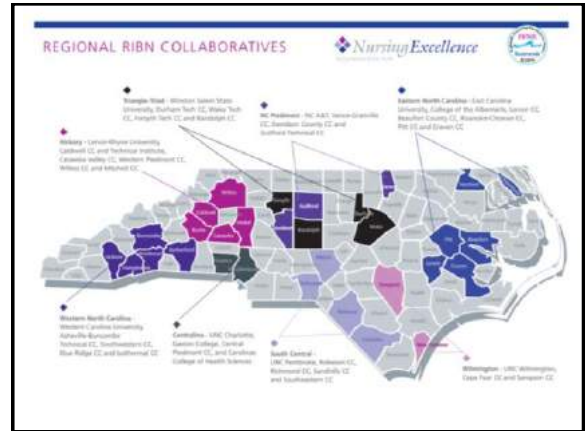
Oregon Consortium for Nursing Education (OCNE)/ Oregon Health & Science University (OHSU)



CC = Community College
BSN = Bachelor of Science in Nursing
AAS = Associate of Applied Science

Overview of the Curriculum or “Program of Study”

- Shared competency based curriculum with Common Pre-requisites
- Community College = 2 years of nursing classes; NCLEX; then may transition to OHSU
- OHSU students = 3 years of nursing classes; NCLEX.
- **2 Options for BS Completion**
 - Face to Face on OHSU Portland Campus
 - On-Line RN to BS – full or part-time



Regionally Increasing Baccalaureate Nurses

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Number of RIBN Students Enrolled in NC by Academic Year*

Start of Academic Year	2012	2013	2014	2015
RIBN Year 1	70	105	154	140
RIBN Year 2	18**	66	112	142
RIBN Year 3	7**	13**	55	95
RIBN Year 4	...	6**	8**	43
Total # of RIBN Students by Year	95	190	329	420

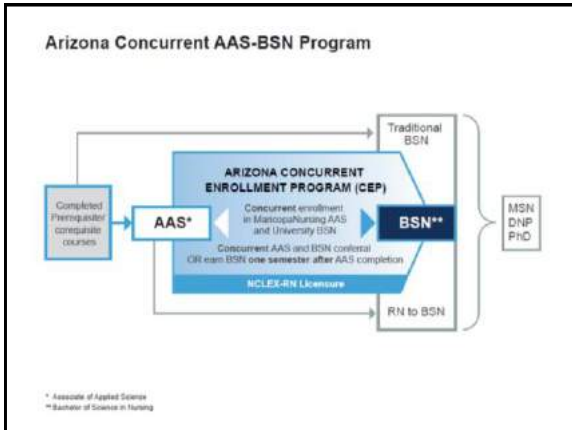
*Grid updated based on actual 2012-2015 enrollment
** WNC RIBN students only

**Data Provided by Foundation for Nursing Excellence

WNC RIBN Curriculum Plan Grid: 11-25-12 to WCU Curriculum Committee: 11-30-12 (Total Enrollment Hours = 128)

Year 1 Fall	Year 1 Spring	Year 2 Fall	Year 2 Spring	Year 3 Fall	Year 3 Spring	Year 4 Summer + Fall	Year 4 Fall	Year 4 Spring
AD Tech 18	AD Tech 18	AD Tech 18	AD Tech 18	AD Tech 18	AD Tech 18	AD Tech 18	AD Tech 18	AD Tech 18
ENG 111 (9)	SA 111 (9)	MA 111 (9)	MA 111 (9)	MA 111 (9)	MA 111 (9)	MA 111 (9)	MA 111 (9)	MA 111 (9)
WRT 104 (9)	WRT 104 (9)	WRT 104 (9)	WRT 104 (9)	WRT 104 (9)	WRT 104 (9)	WRT 104 (9)	WRT 104 (9)	WRT 104 (9)
MAF 104 (9)	CA 104 (9)	PCO 104 (9)	PCO 104 (9)	PCO 104 (9)	PCO 104 (9)	PCO 104 (9)	PCO 104 (9)	PCO 104 (9)
CHM 110 (9)	CHM 110 (9)	CHM 110 (9)	CHM 110 (9)	CHM 110 (9)	CHM 110 (9)	CHM 110 (9)	CHM 110 (9)	CHM 110 (9)
WCU 1	WCU 1	WCU 2	WCU 3	WCU 4	WCU 5	WCU 6	WCU 7	WCU 8
UN Act/FOR	UN Act/FOR	UN Act/FOR	UN Act/FOR	UN Act/FOR	UN Act/FOR	UN Act/FOR	UN Act/FOR	UN Act/FOR
WCU 1	WCU 1	WCU 2	WCU 3	WCU 4	WCU 5	WCU 6	WCU 7	WCU 8
Total 15	Total 17	Total 16	Total 16	Total 16	Total 16	Total 16	Total 16	Total 16

11-13-12 Proposed | Approved by WCU Curriculum Committee 11-30-12 and University Curriculum Committee on 12-10-12



AZ CEP Program of Study

YEAR 1 Fall	YEAR 1 Spring	YEAR 1 Summer	YEAR 2 Fall	YEAR 2 Spring	YEAR 3 Fall	YEAR 3 Spring	YEAR 3 Summer	YEAR 4 Fall	YEAR 4 Spring	YEAR 5 Fall	
MAT142 (3)	BIO201 (4)	CHM 130/130L (4)	BIO202 (4)	BIO205 (4)	NUR330 (3)	NUR152 (9)	NUR172 (9)	NUR390 W (5)	NUR252 (9)	NUR283 (9)	
BIO156 (4)	ENG102 (3)	HUM (3)	HCR210 (3)	HCR240 (4)	NUR307 (2)	NUR321 (3)	NUR320 (3)	NUR442 (5)	NUR420 (3)	NUR450C (3)	
ENG101 (3)	CRE101 (3) or test exempt	HCR230 (3)	PSY340 (3)		NUR307L (1)				NUR424 (3)	NUR452 (2)	
PSY101 (3)	PSY230 (3)		FON241 (3)								
13	7-10	0-4*	7	4			9	9		9	9
	3	6	6	4			6	3	3	8	6
		3	6	4							
	Take entrance exam Apply for integrated card Apply to Maricopa-Nursing	Occupational #15 chemistry completed			Begin CEP			Begin Maricopa-Nursing			
											ADN Credits
											University Credits
											126 Credits total (or less)

- ### AZ Concurrent Enrollment Program (CEP) FUTURE OF NURSING™ Campaign for Action
- Students receive information/advisement regarding various university partner requirements:
 - GPA requirement 2.5 – 3.0
 - Required BSN credits 30 – 45
 - Prerequisites vary
 - Transfer credits accepted 75 – 90
 - Tuition \$11,000 - \$17,000
 - Financial aid consortium agreement
 - Complete all pre- and co-requisites for MaricopaNursing and university partner
 - Applications accepted twice yearly
 - Students select preferred MaricopaNursing college and university partner
 - Applicants scored by rubric: GPA, admission test scores, prior degree
 - Complete 1 semester university coursework
 - Begin MaricopaNursing 4-semester program with concurrent enrollment in online RN to BSN university courses
 - ADN and BSN degrees conferred concurrently or BSN conferred one semester after ADN completion

- ### Foundational Courses for RN to BSN FUTURE OF NURSING™ Campaign for Action
- BSN Foundation Courses (60-64 credits, courses cited are examples)**
- General Education 24 credits (approx.)**
 - Communications
 - English
 - Humanities/Fine Arts
 - Statistics/Logic
 - Social Sciences 9 credits (approx.)**
 - Growth & Development
 - Psychology
 - Sociology
 - Basic Sciences 12 credits (approx.)**
 - Chemistry
 - Biology
 - Microbiology
 - Physics
 - Human Sciences 16 credits (approx.)**
 - Anatomy & Physiology
 - Pathophysiology
 - Nutrition
 - Pharmacology

- ### Exemplars of Dual & Co-Enrollment FUTURE OF NURSING™ Campaign for Action
- California State University of Los Angeles ADN/BSN Collaborative** (California Collaborative Model of Nursing Education: LA Region)
 - Lorie Judson, PhD, RN, NP - Director and Professor, School of Nursing, CUSLA
 - ljudson@exchange.calstatelata.edu
 - New Mexico Nursing Education Consortium (NMNEC)**
 - Judy Liesveld PhD, PPCNP-BC, RN - Associate Professor, College of Nursing, University of New Mexico
 - JLiesveld@salud.unm.edu

California and LA County (2014)
 Population of California = 39,309,017 est.
 Population of Los Angeles County = 10,116,705 est.



Community College Partners



Community College Partners



Results to Date

The Robert Wood Johnson Foundation Academic Progression In Nursing (APIN) grant and the self-support structure of the ADN-BSN Collaborative Program allowed expansion from 7-12 community colleges, increasing numbers and diversity to reflect LA County.

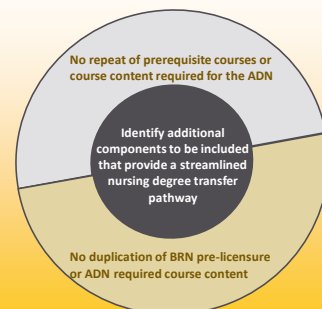
Cohort 1 (Summer 2013)	7 Community Colleges	69 students began program	61 students graduated
Cohort 2 (Summer 2014)	10 Community Colleges	80 students began program	56 students Spring 2016
Cohort 3 (Summer 2015)	12 Community Colleges	80 students began program	81 students Summer 2016

	LA County	Cohort 1	Cohort 2	Cohort 3
African American	9%	0%	3%	8%
Asian/Pacific Islander	14%	25%	33%	22%
Caucasian	27%	36%	19%	22%
Hispanic/Latino	48%	26%	34%	30%
Native American	1%	0%	0%	0%
Other Race	1%	--	--	--
Two or More Races	--	13%	11%	18%

AB 1295

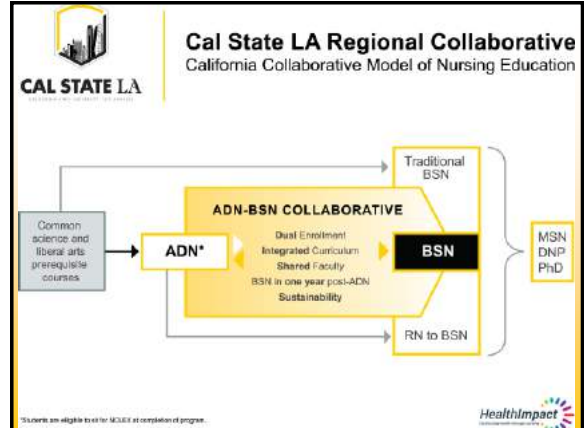
- October 11, 2009- Governor signed this Assembly Bill
- Calls for systemic change requiring the Chancellor of the CSU to implement seamless articulated nursing degree pathways between California Community Colleges (CCC) and CSU prior to the 2012-2013 academic year.
- Removes system barriers to seamless progression of nursing education

AB 1295 required that by Fall 2012 the California State University AND the California Community College Chancellor's Offices must **implement** "articulated nursing degree pathways."



California Collaborative Model of Nursing Education (CCMNE)

- Dual Admission
- Shared faculty
- Integrated Curriculum
- Ability to complete BSN in one more year of full time study following completion of CC nursing program
- Sustainability



Integrated Curriculum Plan

- Pre-requisites at Community College
- Admitted to Nursing program at CC
- Summer between two years of nursing at CC at CSULA Extended Ed
- Summer after completion of ADN -Pass NCLEX, Courses at CSULA Ex Ed
- Begin last year of BSN at CSULA Fall-Summer
- [Roadmaps](#) for each school on website

Curriculum Plan

Year 1	CC Semester 1	CC Semester 2	CSULA Summer 1
Year 2	CC Semester 3	CC Semester 4	CSULA Summer 2
** Pass NCLEX – GE Certification ** ** Formal CSULA Matriculation **			
Year 3	CSULA Fall	CSULA Winter	
	CSULA Spring	CSULA Summer	
Graduation			

Upper Division Courses CSULA

Required Upper Division Nursing Content	CSULA Upper Division Nursing Courses Quarter Units
Role Transition for the RN	NURS 348A/349A Development for Professional Practice
Nursing Assessment	NURS 372/373 Health Assessment and Promotion
Pathophysiology	NURS 350 Pathophysiology for Nursing Practice
Health Promotion, Prevention and Patient Education	NURS 394 Health Assessment and Promotion
Nursing Research	NURS 490 Introduction to Nursing Research
Community Health Nursing	NURS 470/N471 Community/Public Health Nursing
Nursing Case Management	NURS 496/497 Nursing Case Management of Vulnerable Populations
Leadership and Management	NURS 450/451 Nursing Leadership and Management
Issues in the Health Care System	NURS 476 Nursing and the Health Care System
Informatics/Information Lit	NURS 218
Capstone/Preceptorship	NURS 487

Building Staff

- Coordinator (PT/FT)
- Administrative Assistant (FT)
- Academic Counselor (PT)
- Financial Aid Advisor (PT)
- Faculty---of course!

Nuts and Bolts

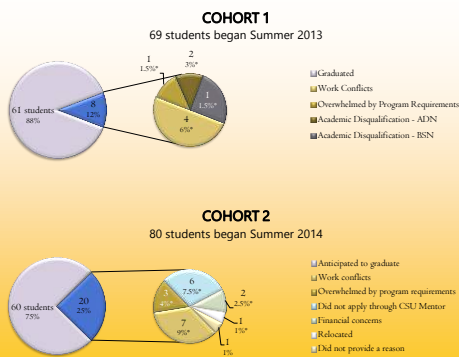


- MOU's with CC's
- Student Eligibility form
- Student Data Form
- Student Checklist
- Tuition and Fee Information
- Roadmaps
- ADN-RN/RN-BSN Comparison
- Course Descriptions
- FAQ's

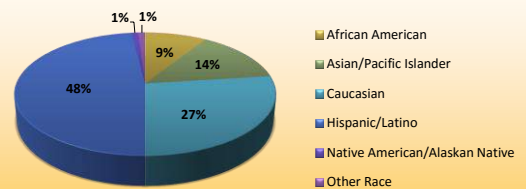
Sustainability

- Program on "self-support," not state support
- Buy-in by higher administration, College of HHS, and faculty/staff.
- Workload delineated, possible conflicts avoided, staff collaborate
- Succession planning includes equally enthusiastic supporters who understand program

ATTRITION RATES: COHORTS 1 & 2



LA County



Collaborative Colleges Student Demographics

	African American	Hispanic
Cerritos College	7.1%	64.6%
Cypress College	6.0%	27.0%
East Los Angeles College	1.9%	76.6%
Glendale Community College	2.25%	27.4%
Long Beach City College	18.0%	45.0%
LA City College	12.1%	46.3%
LA County CONAH	6.0%	38.0%
LA Harbor College	14.4%	53.8%
LA Southwest College	53.7%	35.8%
LA Trade Tech College	28.7%	60.7%
Pasadena City College	5.4%	42.5%
Rio Hondo College	2.2%	67.2%

Scaling Up

- Regional meetings Summer 2014 across state
- Specific targeted meetings with CSU's wishing to adopt this model
- Results to date indicate all except one CSU have either adopted or are planning on adopting this or a very similar model
- Private universities also teaming up with private community colleges



NMNEC

New Mexico's Model for Academic Progression In Nursing

► Diane Evans-Prior, DNP(c), RN

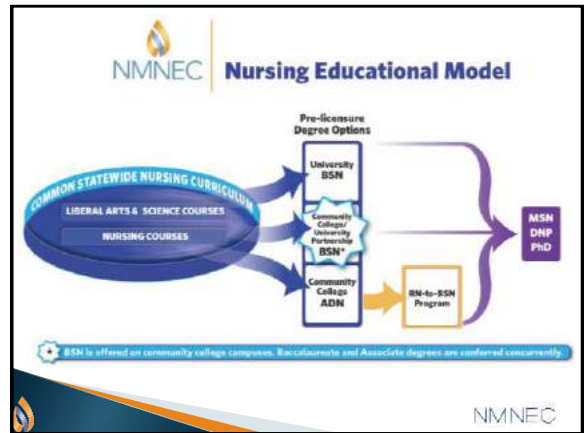
American Association of Colleges of Nursing, Spring Meeting
Washington, DC
March 19, 2016

NMNEC

Overview of NMNEC

- Collaborative of all 17 state-funded prelicensure nursing programs
- Goals
 - Increase number of nurses with BSN and graduate degrees in New Mexico
 - Improve efficiency, quality, and educational outcomes of nursing education through cooperation among community colleges and universities.
 - Increase workforce diversity by improving nursing education for minorities, particularly in rural areas

NMNEC



Goal 1: Increase BSN enrollment

- Before 2014
 - Prelicensure BSN offered in two locations
- Current
 - Prelicensure BSN offered in seven locations
- 2016
 - Adding four locations
- 2017
 - Adding the last four

NMNEC

Current implementation

School	Location	ADN	BSN
UNM	Albuquerque		X
CNM	Albuquerque	X	X
CNM-RR	Rio Rancho	X	X
NMJC	Hobbs	X	X
SJC	Farmington	X	X
NMSU	Las Cruces	X	X
NMSU-A	Alamogordo		X
NMSU-G	Grants		X
SFCC	Santa Fe	X	X
CCC	Clovis	X	
WNMU	Silver City	X	X
8 Schools/Programs	11 locations	8 offer ADN	10 offer BSN

NMNEC

Future implementation

School	Location	ADN	BSN
UNM-T	Taos	Fall 2016	Fall 2016
Doña Ana CC	Las Cruces	Fall 2016	Fall 2016
UNM-G	Gallup	Fall 2017	Fall 2017
Luna CC	Las Vegas	Fall 2017	Fall 2017
UNM-V	Los Lunas	Fall 2018	Fall 2018
ENMU-R	Roswell	Fall 2018	Fall 2018
NNMC	Española	Fall 2018	Fall 2018
NMSU-C	Carlsbad	Fall 2019	Fall 2019

8 Schools/Programs

NMNEC

Goal 1: Increase BSN enrollment

- ▶ 2015: BSN growth by 122%
 - 32% increase with community college partnerships
 - Number of community college partners: 2
 - 90% increase in enrollment in university seats
- ▶ 2016:
 - 357 BSN students are currently in BSN track
 - Number of community college partners: 4
 - Added another prelicensure university
- ▶ 2017 - 2018:
 - Adds four more community colleges with university partnerships

NMNEC

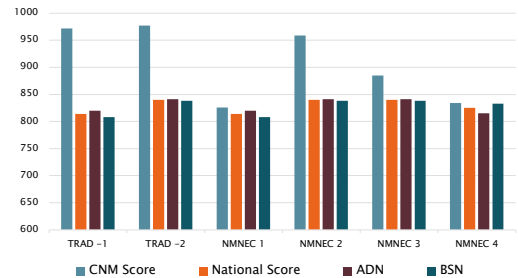
Goal 2: Improve outcomes

- ▶ Improve efficiency, quality, and educational outcomes of nursing education through cooperation among community colleges and universities.
 - ▶ Shared curriculum
 - ▶ Increased collaboration
 - ▶ Provides for seamless transfer
 - ▷ No loss of credits
 - ▷ Requires letter of good standing



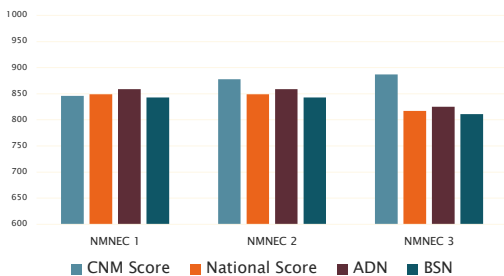
NMNEC

First Cohorts - Fundamentals HESI



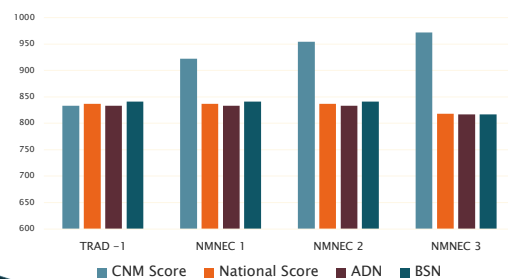
NMNEC

First Cohorts - Med Surg HESI

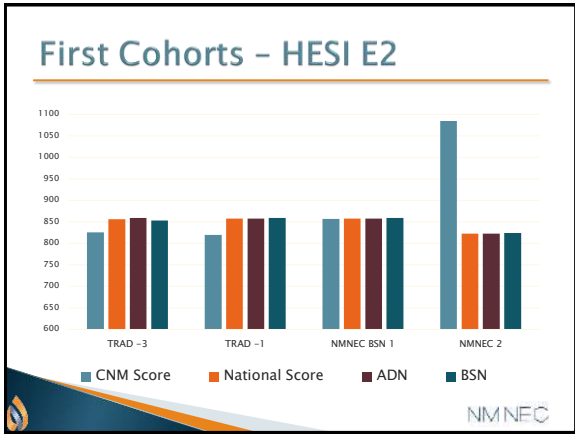


NMNEC

First Cohorts - Pharmacology



NMNEC



- ### Successes & Challenges: Barriers to the Consortium
- #### Culture & Geography
- Geographic isolation
 - Rural vs. metropolitan
 - Limited formal and informal relationships (CCs and Universities)
 - Funding concerns
 - Trust
 - Institutional Buy-In

- ### Impact of NMNEC on Healthcare in New Mexico
- ▶ BSN education: Faster Track to Advanced Practice
 - ▶ Implementation of ACA increases provider need
 - Advantages to BSNs in rural areas:
 - Students take courses in home community
 - Pay CC tuition rates
 - Increases provider diversity:
 - American Indian Populations
 - Hispanic/Latino Populations

- ### Challenges & Solutions: Implementation
- ▶ Curricular Integrity
 - ▶ Curricular Rollout
 - ▶ Academic Advisement Consistency
 - ▶ Lots of Meetings
 - ▶ Many committees and sub committees.
 - ▶ High level of communication
 - ▶ NMNEC Website
-

Challenges & Solutions: Logistics

Challenge	Solution
NCLEX results	CC operates with 2 NCSBN test codes
Performance funding for graduates - who reports/receives	NMHED clarified both institutions will receive funding for graduates
Employer support to hire BSNs	Urban - MAGNET® Rural - ongoing challenge
Institutional rules and policies	Transparent communication and open-mindedness
Faculty development	Statewide faculty
Clinical site buy-in	Including community partners on committees and in planning
Financial Sustainability	Ongoing

- ### Funding sources
- ▶ Robert Wood Johnson Foundation
 - Academic Progression in Nursing grant
 - ▶ New Mexico Board of Nursing
 - Continued funding

Goal 3: Increase Diversity

- ▶ Increase workforce diversity by improving nursing education for minorities, particularly in rural areas
 - Data insufficient
 - Will examine as more students graduate

NMNEC

NMNEC as a Model for Higher Ed

- ▶ Common Course Numbering
 - NMNEC held as the statewide goal
 - Common numbering (currently crosswalked)
 - Common naming
 - Common descriptions
 - Common outcomes
- ▶ Interstate Passport Initiative
 - NMNEC Leadership Council representation on Board

NMNEC

Questions?



NM | NURSING EDUCATION CONSORTIUM