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ABSTRACT

In its 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. In Maryland, one of the earliest efforts (2011) to explore a partnership for academic progression occurred during meetings between the Community College of Baltimore County (CCBC) and Towson University. By fall 2012, with the support of a Department of Labor grant, CCBC and Towson University admitted the first pilot cohort of 17 students into its dual enrollment Associate to Bachelor's or "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 exploring and initiating partnerships with additional universities. By fall 2015, three additional Maryland universities admitted their first ATB students and 41% of CCBC's first semester nursing students (61 out of 149) were dually enrolled. NSP II funding continues to support CCBC's ambitious 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 spring 2020, over 800 CCBC students have enrolled in ATB since the model launched and at least 300 BSNs have been earned by ATB graduates. Now, with more than seven years of experience offering and 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.

OBJECTIVES

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

1. Identify key goals and features of the ATB Model.
2. Review outcomes, successes and challenges associated with the ATB model seven years post implementation.

EXPLORE THE ATB

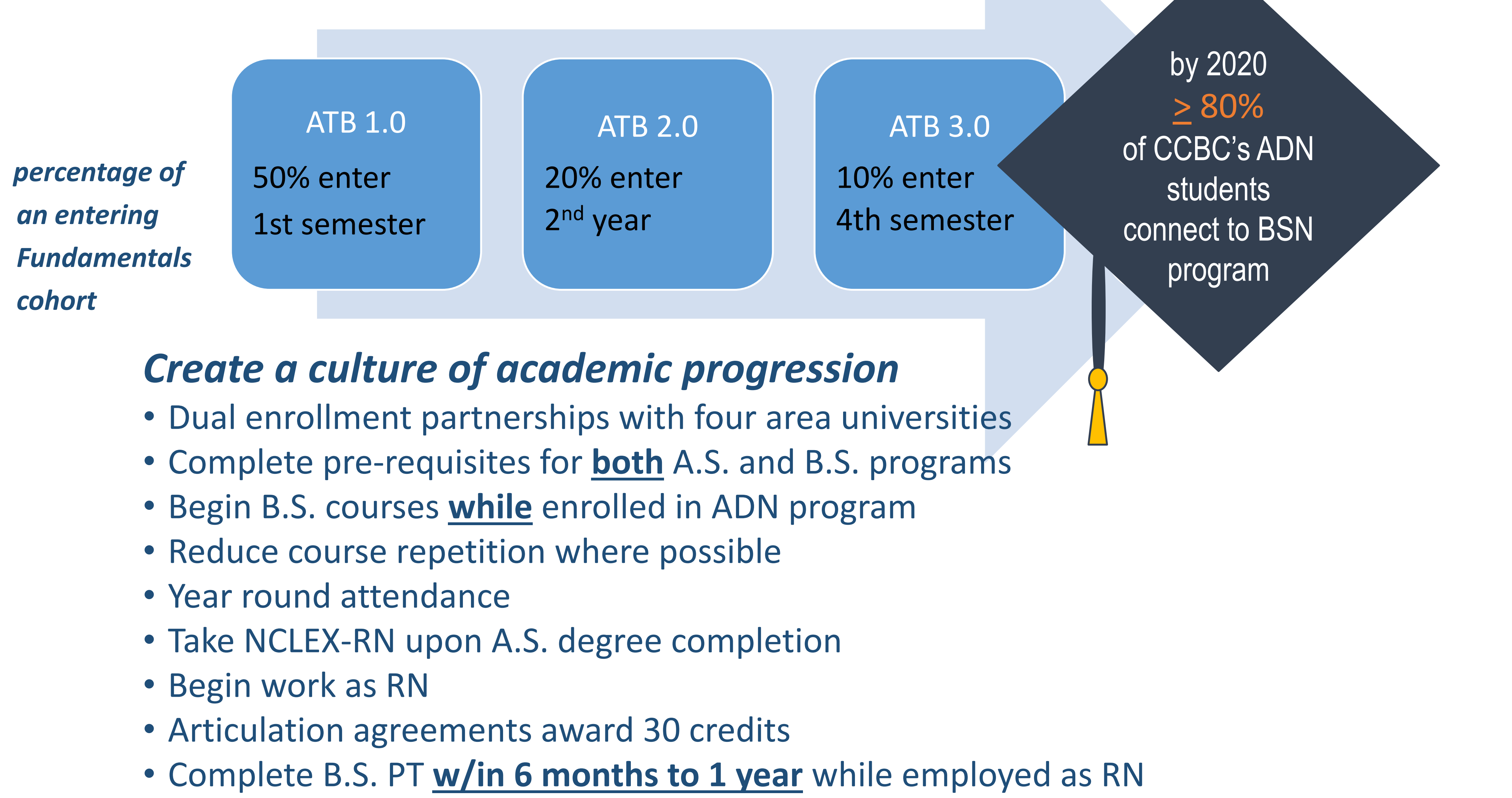
FACULTY RESOURCE WEBSITE

<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



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)	50%	14.7%	5.9%	70.6%
Fa 16 (149)	45.6%	10%	1.3%	56.9%
Sp 17 (113)	54.8%	5.3%	4.4%	64.5%
Fa 17 (157)	47.7%	12.1%	5.9%	65.7%
Sp 18 (106)	58%	18.9%	5.7%	82.6%
Fa 18 (160)	56.3%	10.6%		
Sp 19 (123)	43.1%	8.1%		
Fa 19 (161)	41%			
Sp 20 (128)	43%			

889 students enrolled in ATB since inception in 2012

318 new ATB BSNs produced Dec '14 – May '20

SUCCESSES AND CHALLENGES

Successes

- Four dual enrollment partner universities
- > 40-50% of CCBC ADN incoming students now ATB
- 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
- 889 enrolled in ATB 1.0 and ATB 2.0 to date
- 280 new ATB BSNs produced from Dec. 2014 – 2019
- ATB model being replicated all across MD
- MD longitudinal data showing significant decrease in time between A.S. and B.S. degree completion

Challenges

- Time to develop ATB agreements/curricula
- Financial aid logistics
- 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.

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