California Collaborative Model for Nursing Education

Statewide Meeting - Oakland, June 18, 2012

The Research & Planning Group for California Community Colleges

Presenter: Eva Schiorrning, Senior Researcher & CCMNE Research Project Director

Research Team Members: Senior Researchers Kelley Karandjeff & Terrence Willett
Debriefing by the RP Group

Share findings from survey and interview research, including:

- Baseline state of implementation
- Factors supporting and limiting implementation
- Lessons learned/effective practices
- Technical assistance priorities
RESEARCH ACTIVITIES

Methodology
Research Activities

Survey
• 44 responses received representing 37 CSUs and CCCs.
• 100% of the CSUs and CCCs surveyed responded

Interviews
• 20 program directors were invited to participate in a phone interview
• 19 (95%) agreed to be interviewed
Research Participants

Service Areas: Channel Islands, Chico, Dominguez Hills, East Bay, Fresno/Stanislaus, Monterey, Northridge, Sacramento, San Diego, San Francisco, San Jose, San Marcos, Sonoma

Included: 12 CSUs and 25 CCs
WHY ARE WE HERE?

A high priority
Current vs Target Rate for Continuation

% of students continuing to BSN

- 75%+
- 50-74%
- 25-49%
- 10% -24%
- <10%

% of respondents

Goal Current

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Student Target Groups

- Current ADN Students
- New RNs
- Working RNs

# of Survey Responses

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WHAT IS THE STATE OF DEVELOPMENT?

Baseline (self)reporting
Date of First Enrollment

Date
2012
2011
2010
2009
2008

Program Enrolled
First
CCMNE Students

# of Respondents
2012
2011
2010
2009
2008

Date of First Enrollment

# of Respondents
0 2 4 6 8 10 12

Program
Enrolled
First
CCMNE Students

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State of implementation

Interviewees reported that:

- 7 CCMNEs are developing and refining their model
- 2 CCMNEs have concluded implementation (funding-related)
- 2 CCMNEs have (temporarily) stalled
- 1 CCMNE did not participate in interview activity
Progress by CCMNE Core Component

- Dual admission
- Permanence & sustainability
- Integrated curriculum
- BSN in 1 year
- Shared faculty
State of Implementation: Dual Admission

<table>
<thead>
<tr>
<th>SURVEY RESPONSES</th>
<th>Complete</th>
<th>In-Progress</th>
<th>Complete + In-Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Admission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruitment strategy &amp; materials in place</td>
<td>73%</td>
<td>17%</td>
<td>90%</td>
</tr>
<tr>
<td>Definition of dual admission/enrollment</td>
<td>45%</td>
<td>14%</td>
<td>59%</td>
</tr>
</tbody>
</table>
Dual Admission – Different Approaches

- Dual admission: some BSN coursework first, then all ADN, then BSN completion
- Dual enrollment: summer sessions for ADN students
- Dual enrollment: last semester of ADN – all coursework, one class

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Progress by CCMNE Core Component

Dual admission

Permanence & sustainability

Integrated curriculum

BSN in 1 year

Shared faculty
## State of implementation: Integrated Curriculum

<table>
<thead>
<tr>
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<th>In-Progress</th>
<th>Complete+ In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporation of QSEN</td>
<td>24%</td>
<td>64%</td>
<td>88%</td>
</tr>
<tr>
<td>Agreement on science pre-reqs and equivalences</td>
<td>67%</td>
<td>19%</td>
<td>86%</td>
</tr>
<tr>
<td>Agreement on GE requirements at CCs and CSUs</td>
<td>55%</td>
<td>31%</td>
<td>86%</td>
</tr>
<tr>
<td>Standardized advising</td>
<td>45%</td>
<td>38%</td>
<td>83%</td>
</tr>
<tr>
<td>Agreement on common content across nursing curricula</td>
<td>48%</td>
<td>33%</td>
<td>81%</td>
</tr>
<tr>
<td>Adjustment in University curriculum to align w. common content</td>
<td>36%</td>
<td>41%</td>
<td>77%</td>
</tr>
<tr>
<td>Adjustment in CC curriculum to align w. common content</td>
<td>29%</td>
<td>43%</td>
<td>72%</td>
</tr>
<tr>
<td>Mechanism to award university credit for prior learning</td>
<td>51%</td>
<td>20%</td>
<td>71%</td>
</tr>
</tbody>
</table>
Integrated Curriculum – Different Approaches

1. CCs and CSUs develop curriculum roadmap
2. CSU makes changes to avoid duplication
3. Programs incorporate QSEN
4. Programs take action to create expectation of continued academic progression
5. CCs and CSUs collaborate to align content and coursework
Progress by CCMNE Core Component

- Dual admission
- Permanence & sustainability
- Integrated curriculum
- BSN in 1 year
- Shared faculty
## State of Implementation

### Shared Faculty

<table>
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<th>Survey Responses</th>
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<th>In-Progress</th>
<th>Complete + In-Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared Faculty</td>
<td>13%</td>
<td>21%</td>
<td>34%</td>
</tr>
<tr>
<td>Joint professional development activities related to CCMNE</td>
<td>22%</td>
<td>46%</td>
<td>68%</td>
</tr>
</tbody>
</table>
Shared Faculty – Different Approaches, Questions

Some progress reported by interviewees, many questions and challenges

- Different salary structures CSU/CC
- Different unions
- CC faculty teaching CSU, no CSU teaching CC
- CC faculty teach in dual enrollment summer session
- CCMNE prof. dev. activities for all faculty
- Regularly scheduled meetings btw directors
Progress by CCMNE
Core Component

Diagram:
- Dual admission
- Integrated curriculum
- Shared faculty
- Permanence & sustainability
- BSN in 1 year
# State of Implementation

**BSN in 1 Year**

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<tbody>
<tr>
<td>Agreement on GE requirements at CCs and CSUs</td>
<td>55%</td>
<td>31%</td>
<td>86%</td>
</tr>
<tr>
<td>Avoid Duplication (AB1295 compliance)</td>
<td>26%</td>
<td>56%</td>
<td>82%</td>
</tr>
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BSN in 1 Year – Progress & Questions: Can it be done?

Credit for prior learning

Best way to use the summer?

Agreement on General Ed
Progress by CCMNE
Core Component

- Dual admission
- Integrated curriculum
- Permanence & sustainability
- BSN in 1 year
- Shared faculty

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# State of Implementation: Sustainability

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<th>Complete+ In-Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification of Financial Aid</td>
<td>30%</td>
<td>48%</td>
<td>78%</td>
</tr>
<tr>
<td>ADN –BSN academic advising</td>
<td>34%</td>
<td>42%</td>
<td>76%</td>
</tr>
<tr>
<td>Financial aid personnel avlb</td>
<td>20%</td>
<td>49%</td>
<td>69%</td>
</tr>
</tbody>
</table>
State of Implementation: Sustainability

% of Completed Respondents

- Identification of Financial Aid
- ADN-BSN Academic Advising
- Financial Aid Personnel Available

CSU Respondents
CC Respondents

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Sustainability – Different Approaches, Questions

- Grant funding/leveraging
- Extended Education (“self support”)
- Investment in scholarships /first CSU class free
- SIM Labs
- Effort to Resolve Problems with Financial Aid
CCMNE Core Components

Survey & Interview Finding:
Need to clarify definitions of each core component and different approaches available to achieve progress in implementation.
Which factors support and limit implementation of the California Collaborative Model?
Factors Supporting CCMNE Implementation (interviews)

Respect and Trust

• Respectful, trusting relationships between the school partners

• Public recognition of value and professional quality of programs offered by each school partner
Factors Supporting CCMNE Implementation (Interviews)

Curriculum Integration

• CCMNE professional development and planning activities including faculty from participating segments, institutions; extended to include adjunct faculty

• Strong relationships, regular conversations between CCMNE program directors

• Recognition of importance of including CCC Education Counselors in CCMNE professional development and planning activities

• Participation of employer partners, especially in curriculum integration and QSEN

• Outreach to students contributing to “changing mindsets”
Factors Supporting CCMNE Implementation (interviews)

Sustainability

- Extended education option (self-support model)
- Scholarships/internships
- Resolving financial aid challenges limiting dual enrollment
- Designated CCMNE Coordinator position
Factors Supporting CCMNE Implementation (survey)

Theme: Key requirement is support from nursing administrators and faculty
Factors Limiting CCMNE Progress (interviews)

• Relationship development

• Lack of dedicated coordinator

• New information and ongoing change (new initiatives, e.g., AB1295, SB1440)
Factors Limiting CCMNE Progress (interviews)

Sustainability

• Concern about CSUs capacity to sustain current/support additional enrollment

• Challenge ensuring that funds go into nursing program to cover or sustain program cost when using extended education (self-support) option

• Overextended faculty, leaders multi-tasking as coordination of CCMNE added to responsibilities

• “Sticker shock” and affordability for students
Factors Limiting CCMNE Implementation

Theme: Lack of affordability can be a major obstacle

Complication identified by most as significant challenge: Lack of affordability
Which are priorities for technical assistance?
Technical Assistance Priorities

# of Respondents Rating Each Type of Assistance as “Critically Important”

- Identify gaps & overlaps in GE requirements
- Reach agreement on GE requirements
- Reach agreement on nursing requirements
- Curriculum integration
- Outreach/recruitment
- Promoting CMNE to admin leadership
- Promoting CMNE to faculty
- Practical/financial details of dual enrollment
- Fiscal model for CMNE
- Integration of online preceptorships
- Sustainability
Technical Assistance Priorities

Curriculum Integration

• Reaching agreement on GE requirements (63% identify as critically important)
• Identifying gaps and overlaps between CCC and CSU GE requirements (53%)

Sustainability

• Practical and/or financial details of dual enrollment (55%)
• Identifying and developing fiscal approaches to CCMNE (58%)
Technical Assistance Priorities (interviews)

Sustainability

• Strategies for making the BSN affordable to students
• Outreach and recruitment (including use of social media)
• Develop and promote financial aid package that can be used both at CSU and CCs

Curriculum integration

Supporting participation of under-represented students

Update on effective practices, including Oregon Model
MOVING THE FIELD FORWARD

Emerging/effective practices
Emerging & Effective Practices

- CSUMB approach: AD content nested in BSN content
- CSUMB use of technology (e.g., e-portfolio and blog-supported class discussion)
- Joint professional development days each semester to build strong relationships (SFSU)
- Participation in other segment’s advisory boards (SSU)
- Trust that partner institutions are equally capable of teaching students so that content can be divided between partners with confidence. (SCC and CSU Sacramento)
- Engage employers in curriculum review/alignment process
Emerging & Effective Practices (continued)

• Development of curricular roadmaps (SFSU, Chabot)
• Inclusion of counseling department in development curricular map (CSUSM)
• Outreach to and sharing of curricular map with counselors (CSUCI)
• Outreach sessions to ADN students by CSU nursing directors and faculty (SFSU and SSU). “They get up close and personal about applying. It is most helpful and well received by students.”
• CSUCI’ Med Surg course-taking pattern (complete at CC, delayed awarding of units)
• COC vigorously follows up with students to make sure they meet key administrative deadlines.
Research Debriefing
Contact Information

Eva Schiorring
Senior Researcher
Research & Planning Group
for California Community Colleges
eschiorring@rpgroup.org
(510) 559-9154