

California Collaborative Model for Nursing Education

Statewide Meeting - Oakland, June 18, 2012

**The Research & Planning Group
for California Community Colleges**

Presenter: Eva Schiorring, 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

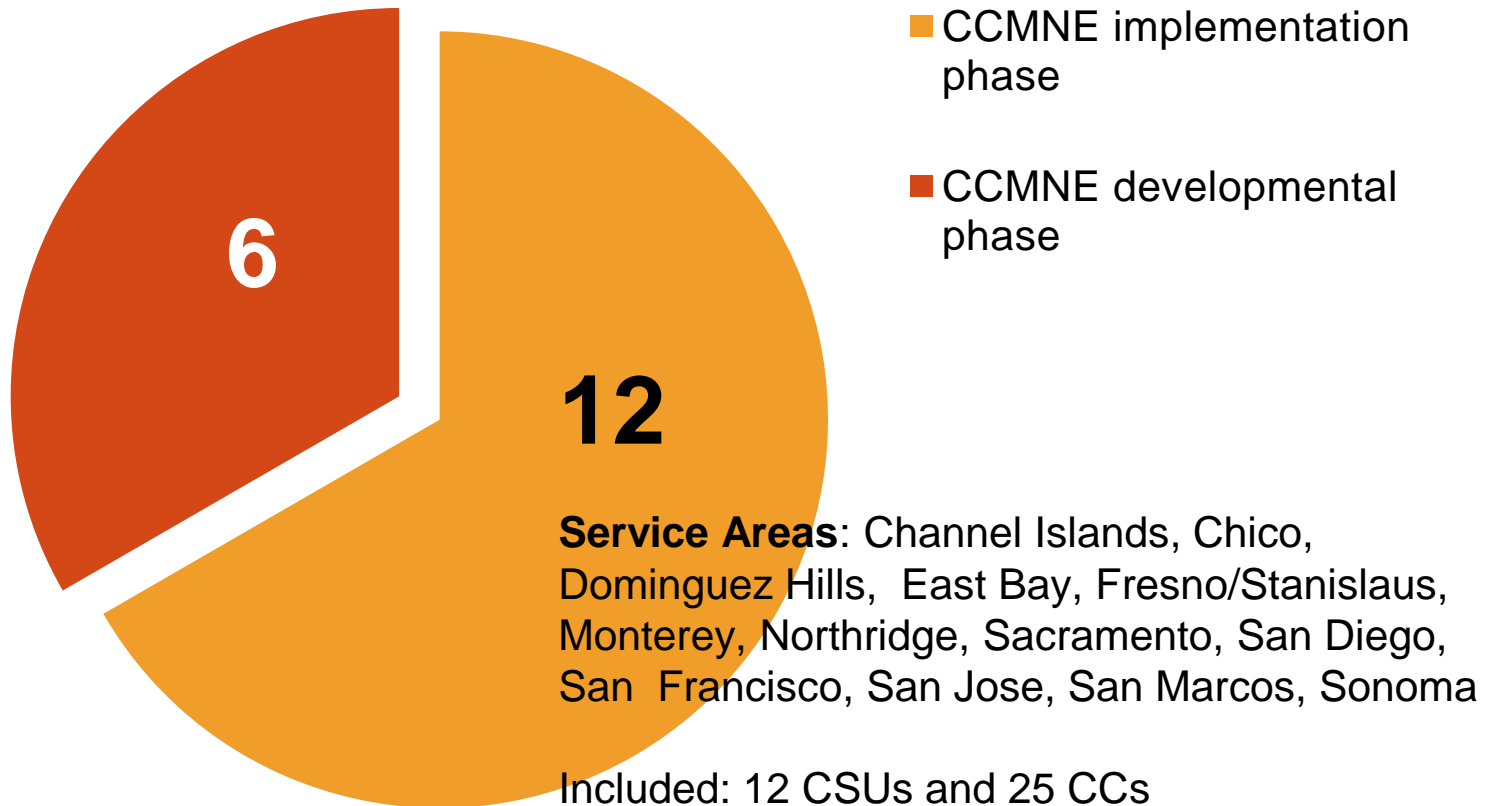
Survey

- 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

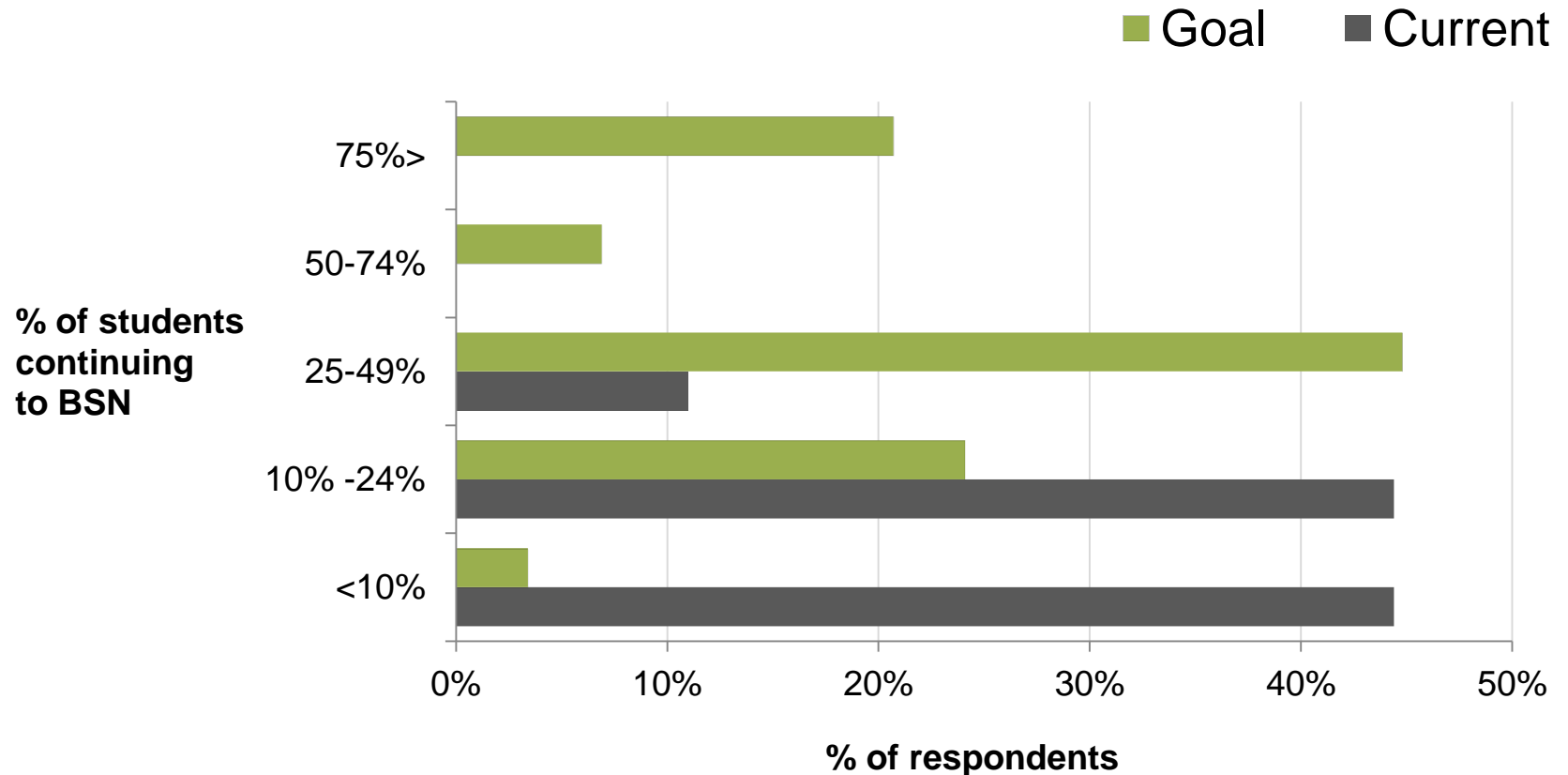
Research Participants



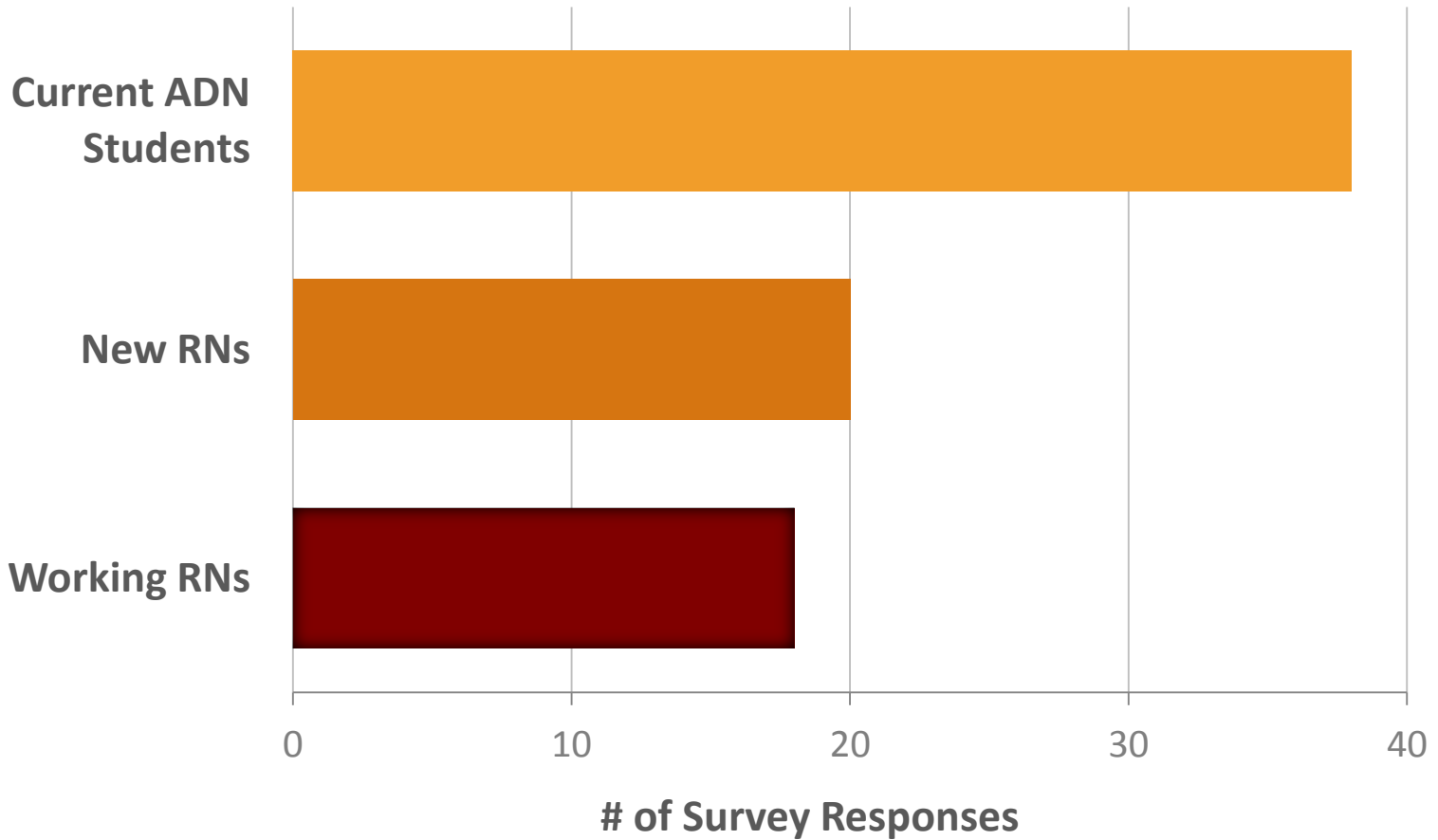
WHY ARE WE HERE?

A high priority

Current vs Target Rate for Continuation



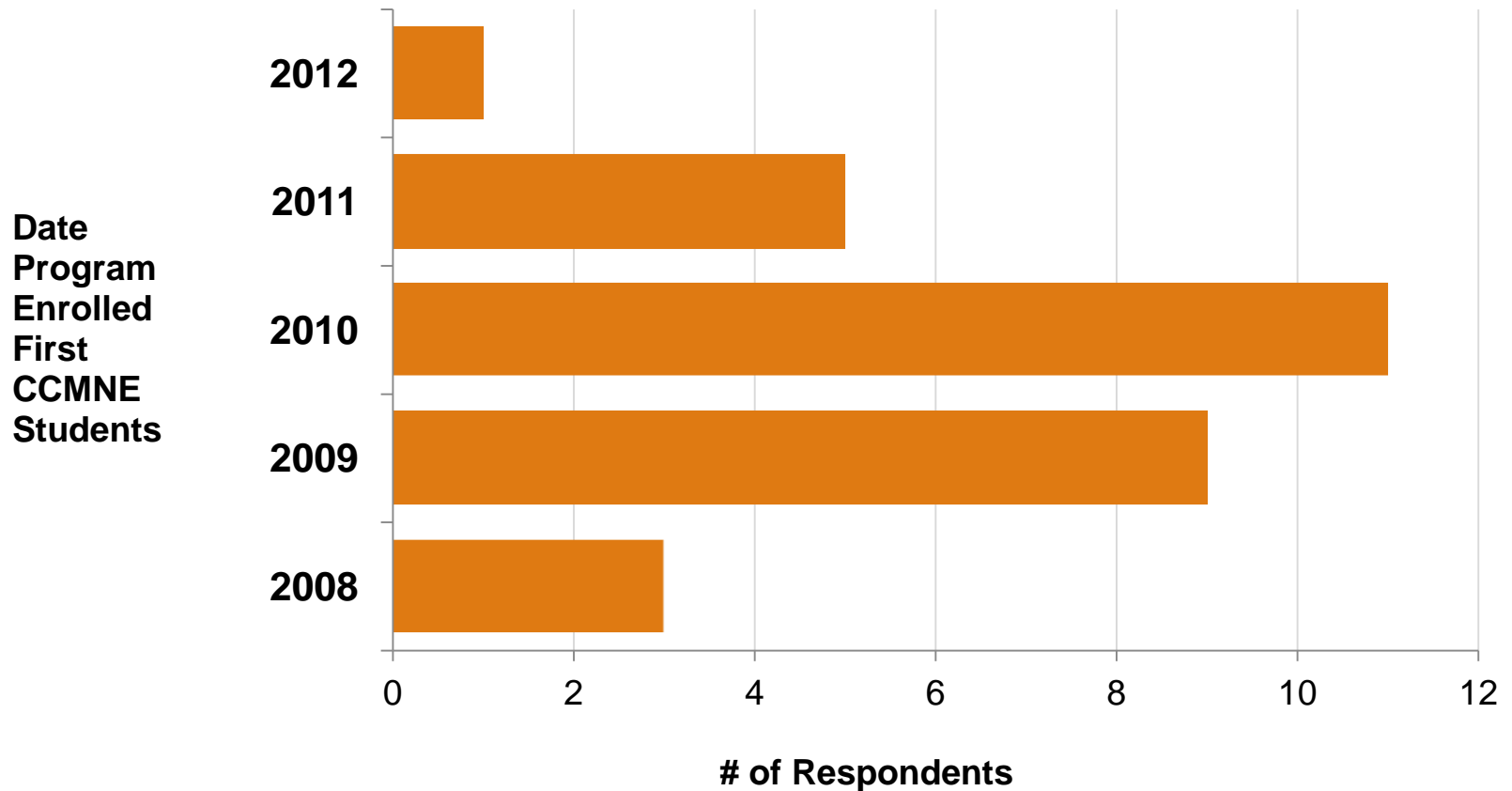
Student Target Groups



WHAT IS THE STATE OF DEVELOPMENT?

Baseline (self)reporting

Date of First Enrollment

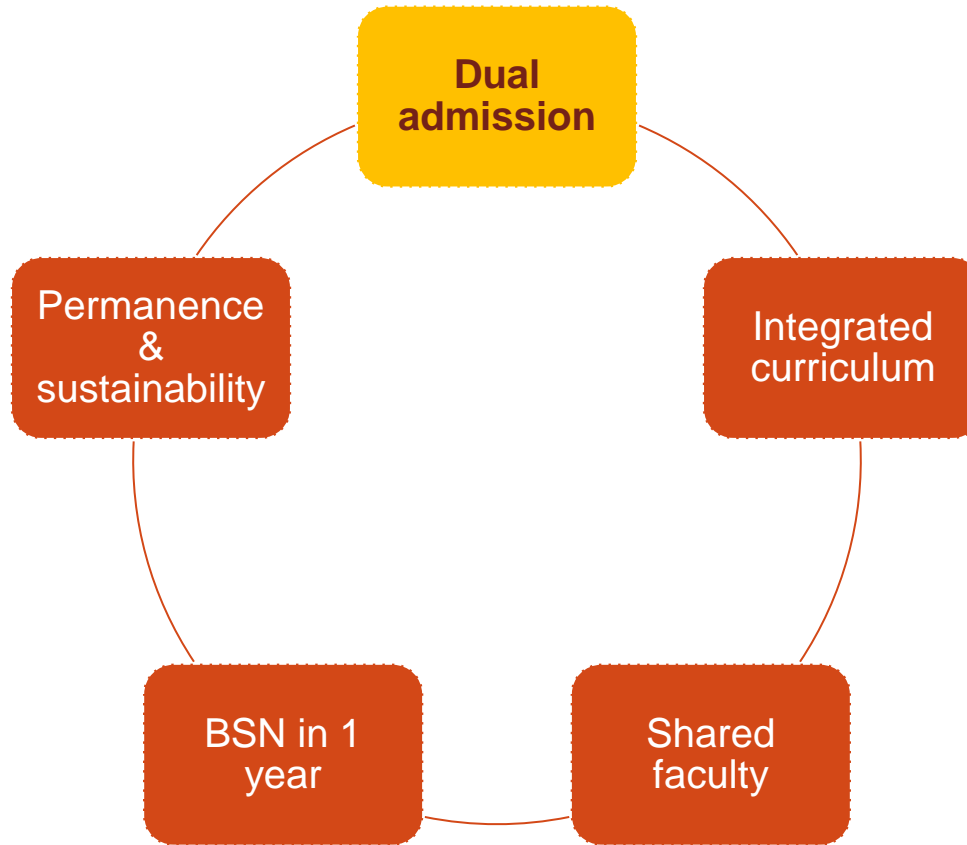


State of implementation

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

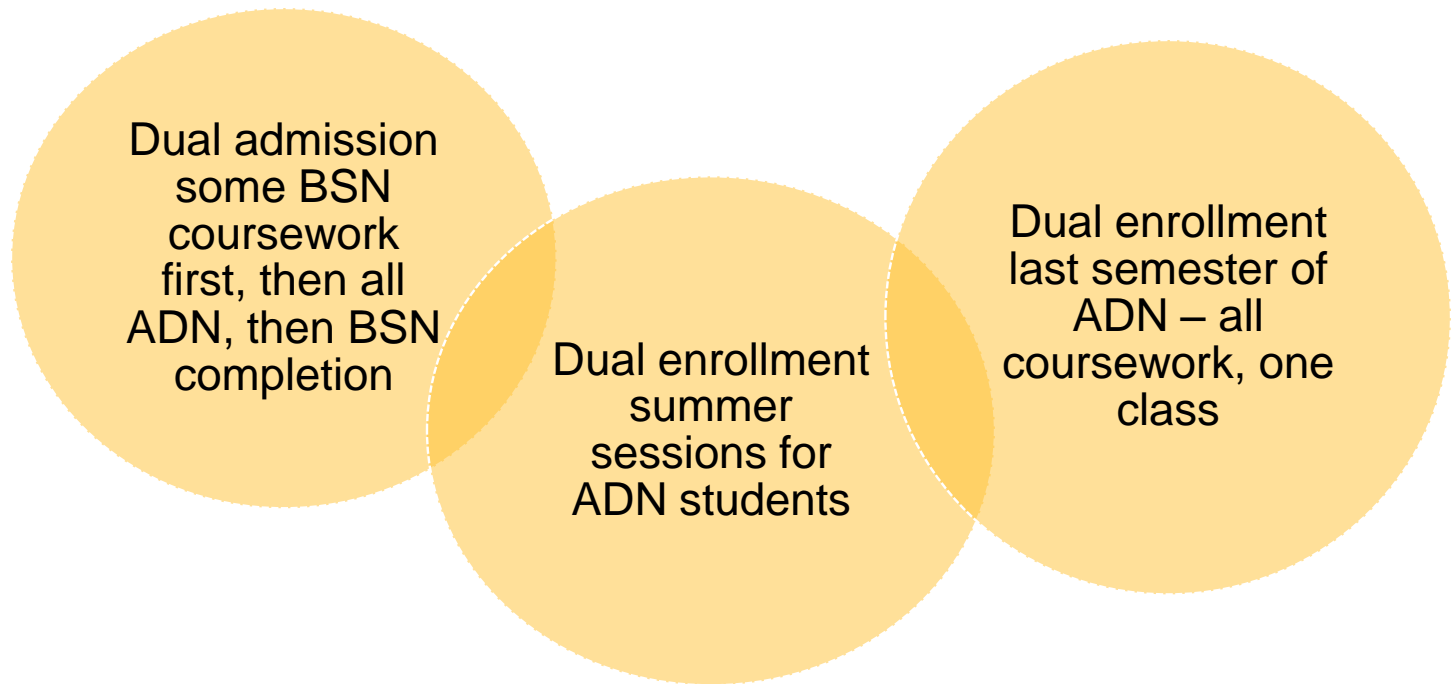
Progress by CCMNE Core Component



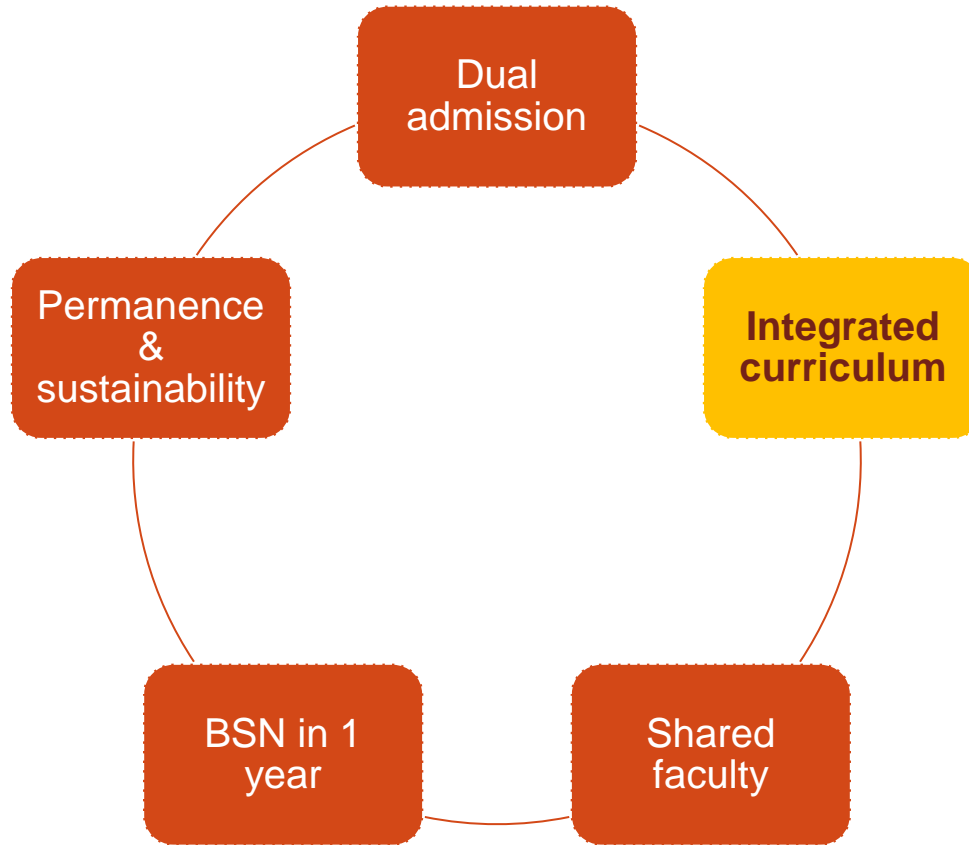
State of Implementation: Dual Admission

SURVEY RESPONSES	Complete	In-Progress	Complete + In-Progress
Dual Admission			
Recruitment strategy & materials in place	73%	17%	90%
Definition of dual admission/enrollment	45%	14%	59%

Dual Admission – Different Approaches



Progress by CCMNE Core Component



State of implementation: Integrated Curriculum

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

Integrated Curriculum – Different Approaches

CCs and
CSUs
develop
curriculum
roadmap

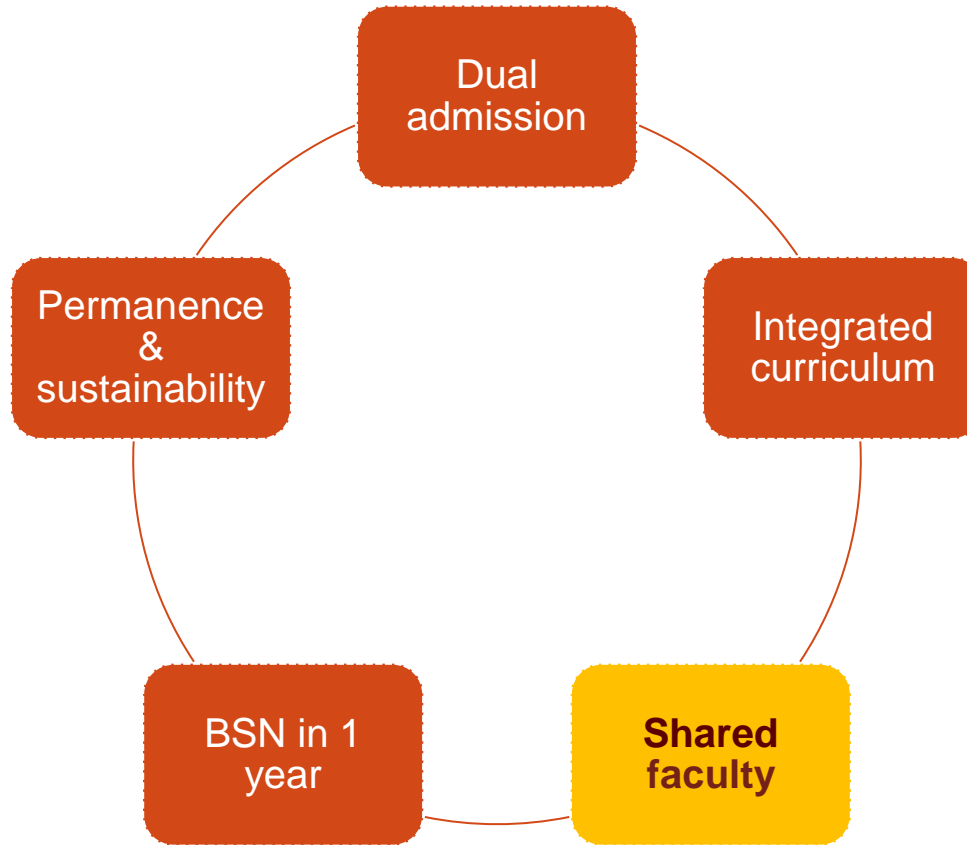
Programs
incorporate
QSEN

CCs and CSUs
collaborate to
align content
and
coursework

CSU makes
changes to
avoid
duplication

Programs take
action to create
expectation of
continued
academic
progression

Progress by CCMNE Core Component

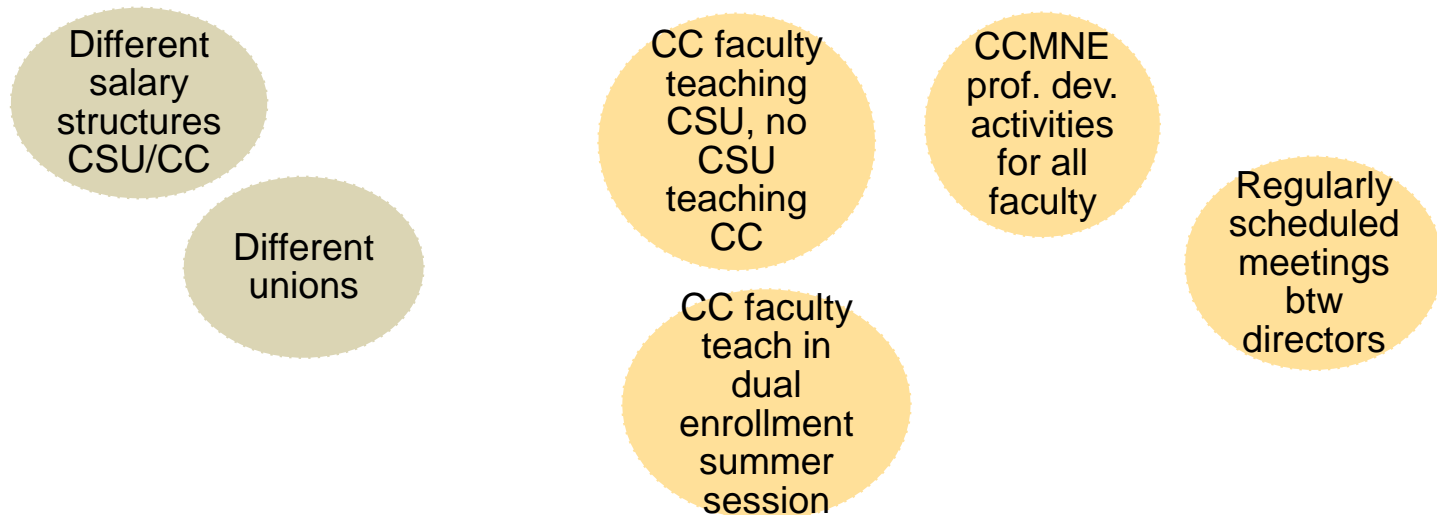


State of Implementation Shared Faculty

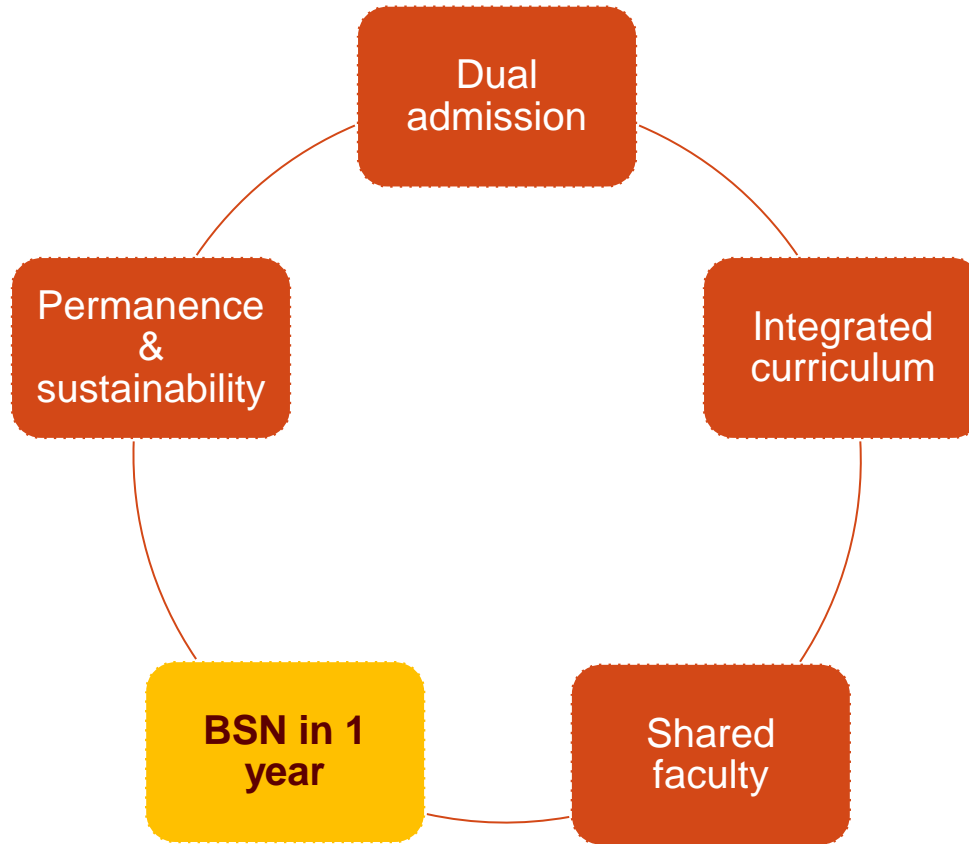
SURVEY RESPONSES	Complete	In- Progress	Complete + In-Progress
Shared Faculty	13%	21%	34%
Joint professional development activities related to CCMNE	22%	46%	68%

Shared Faculty – Different Approaches, Questions

Some progress reported by interviewees,
many questions and challenges



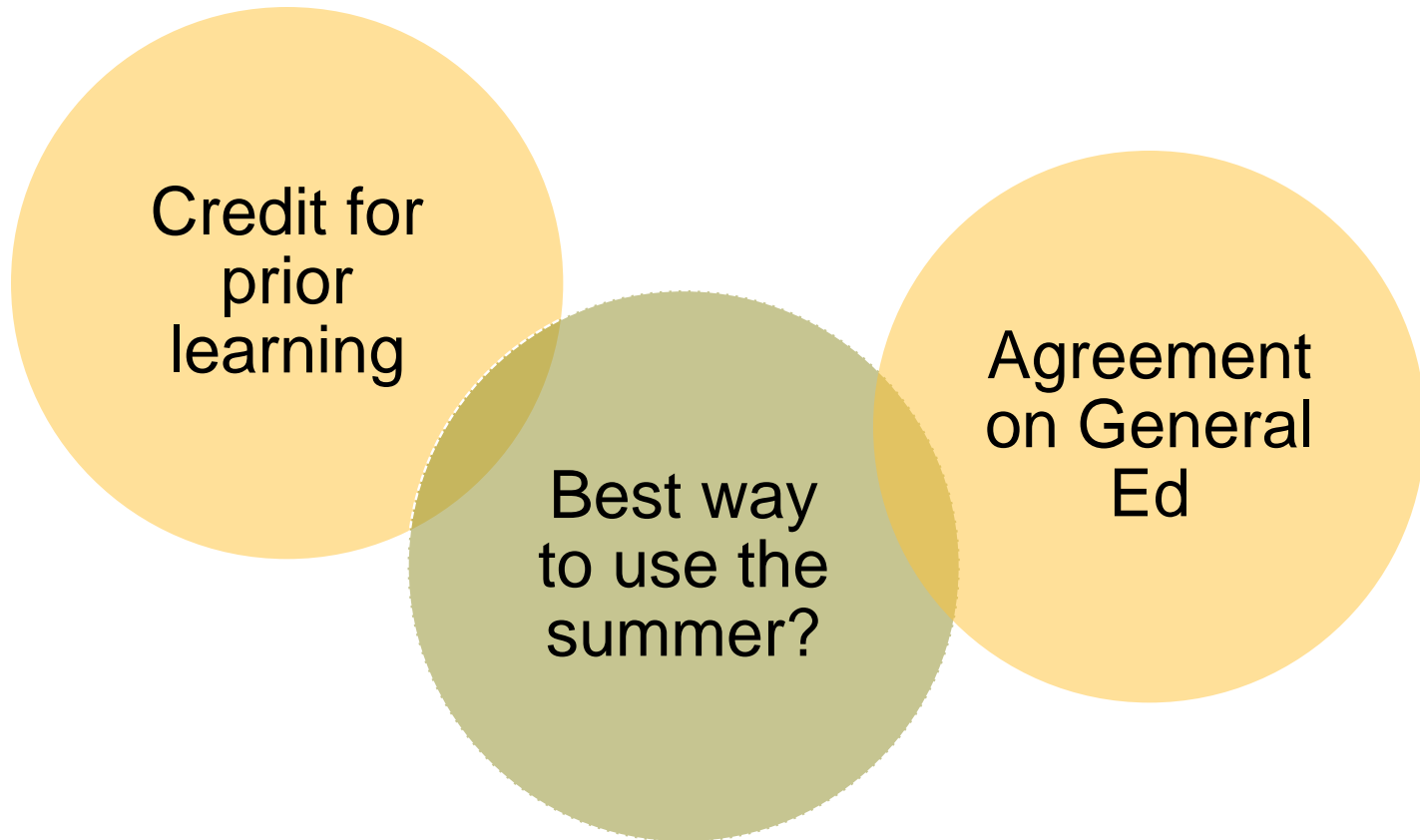
Progress by CCMNE Core Component



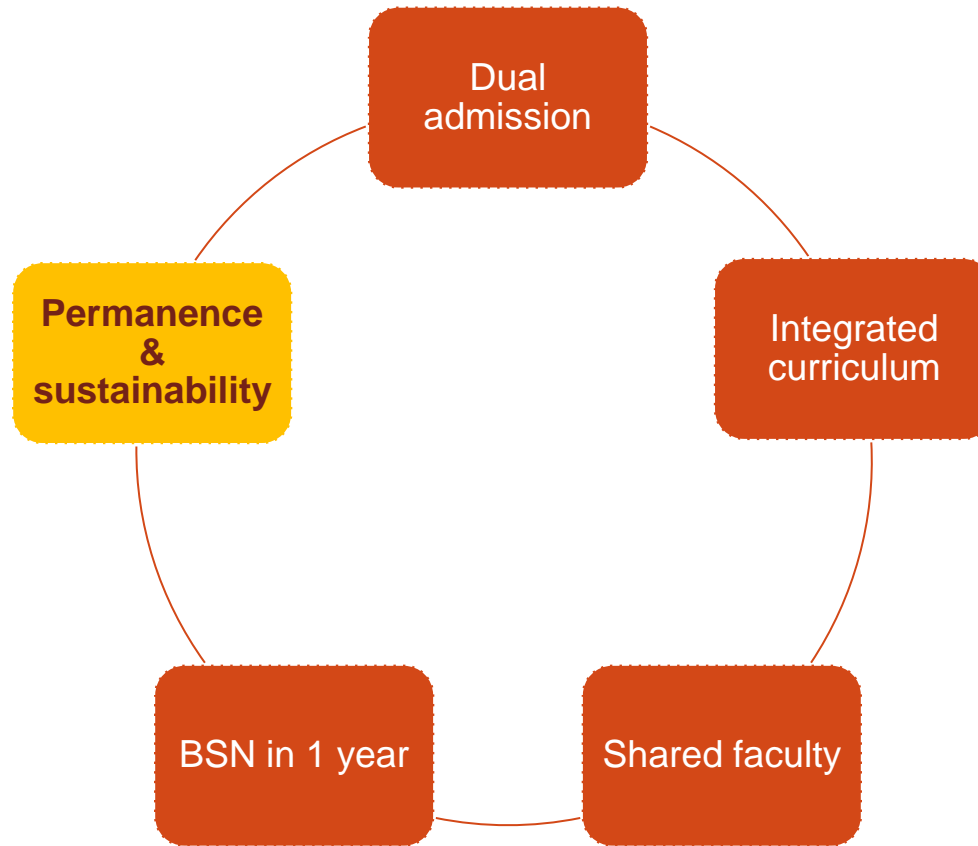
State of Implementation BSN in 1 Year

SURVEY RESPONSES	Complete	In- Progress	Complete+ In-Progress
Agreement on GE requirements at CCs and CSUs	55%	31%	86%
Avoid Duplication (AB1295 compliance)	26%	56%	82%

BSN in 1 Year – Progress & Questions: Can it be done?



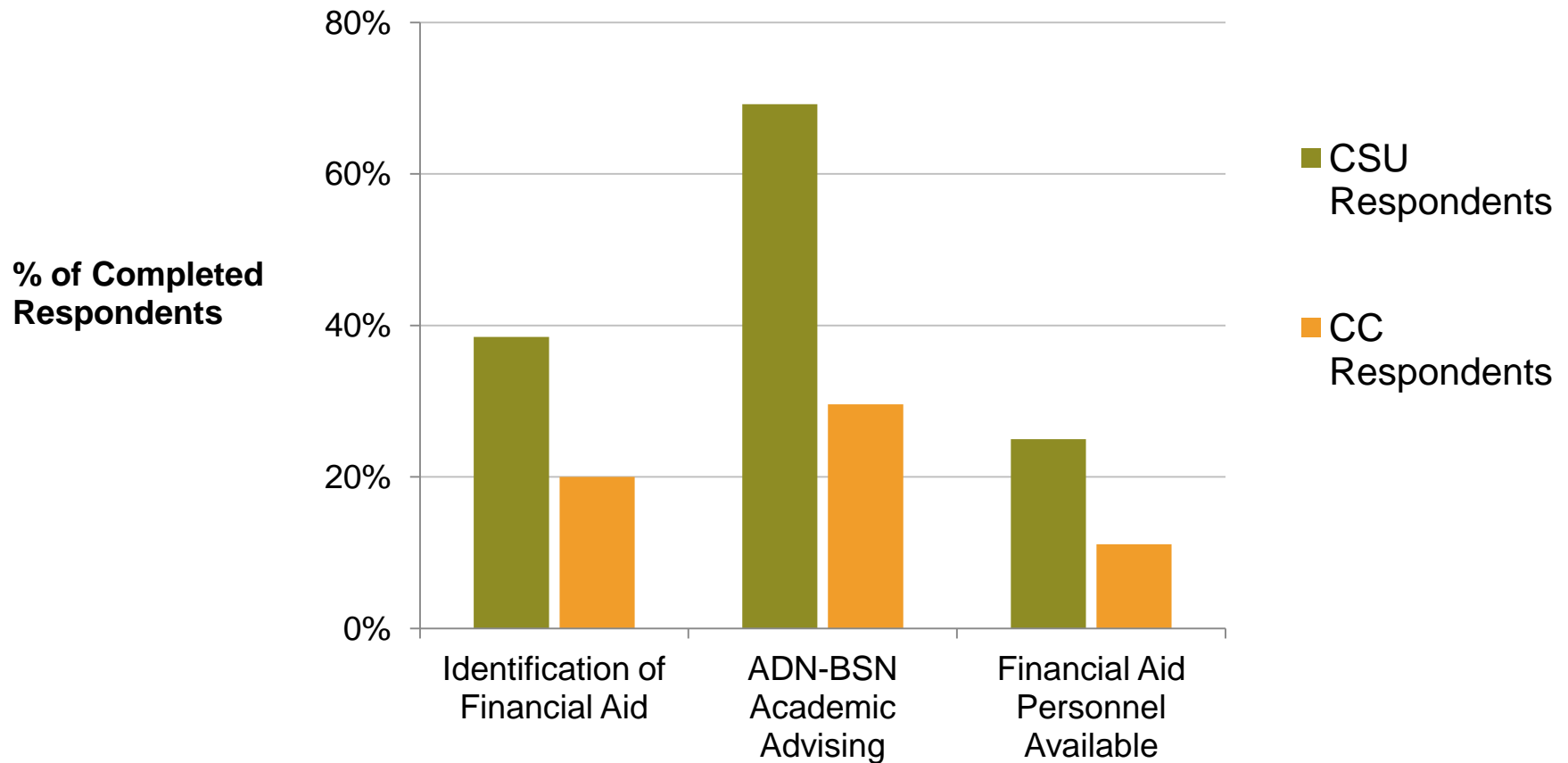
Progress by CCMNE Core Component



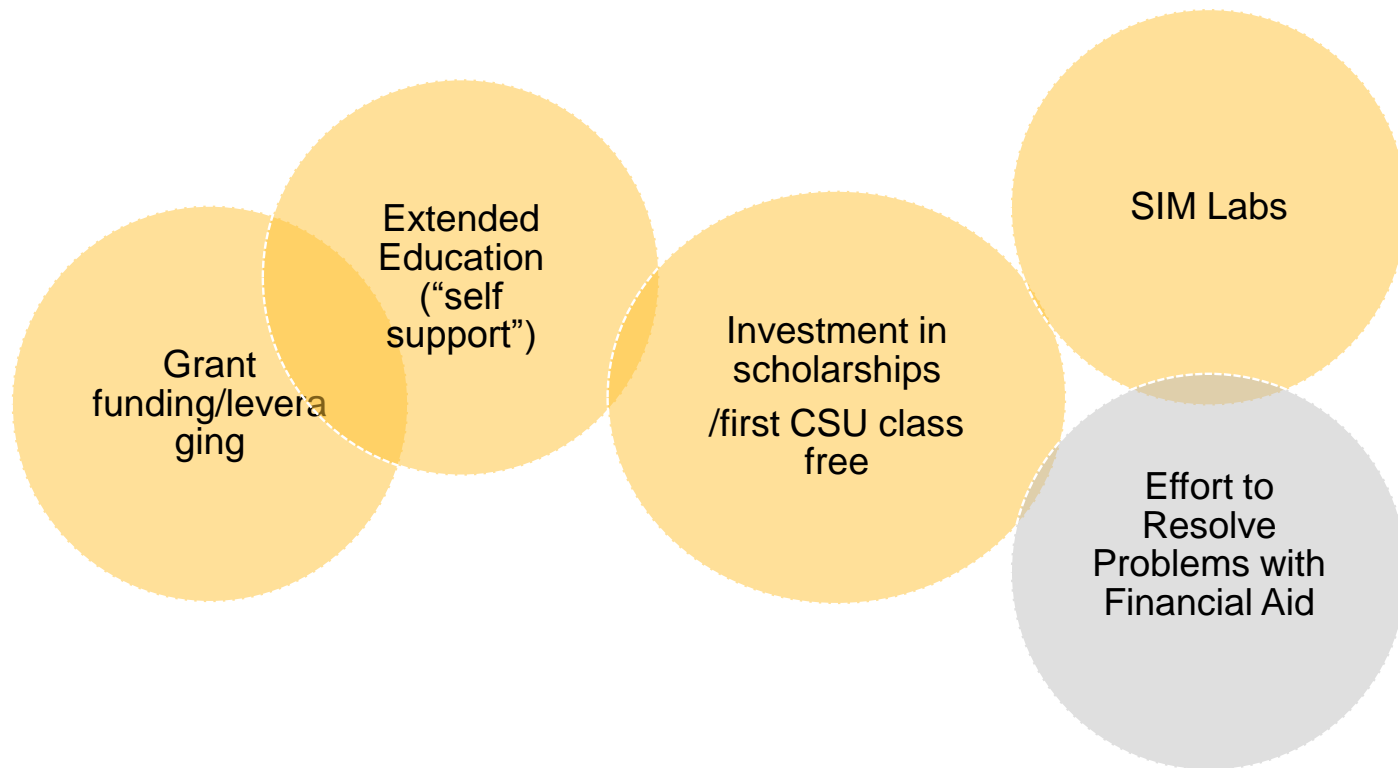
State of Implementation: Sustainability

SURVEY RESPONSES	Complete	In-Progress	Complete+ In-Progress
Sustainability			
Identification of Financial Aid	30%	48%	78%
ADN –BSN academic advising	34%	42%	76%
Financial aid personnel avlb	20%	49%	69%

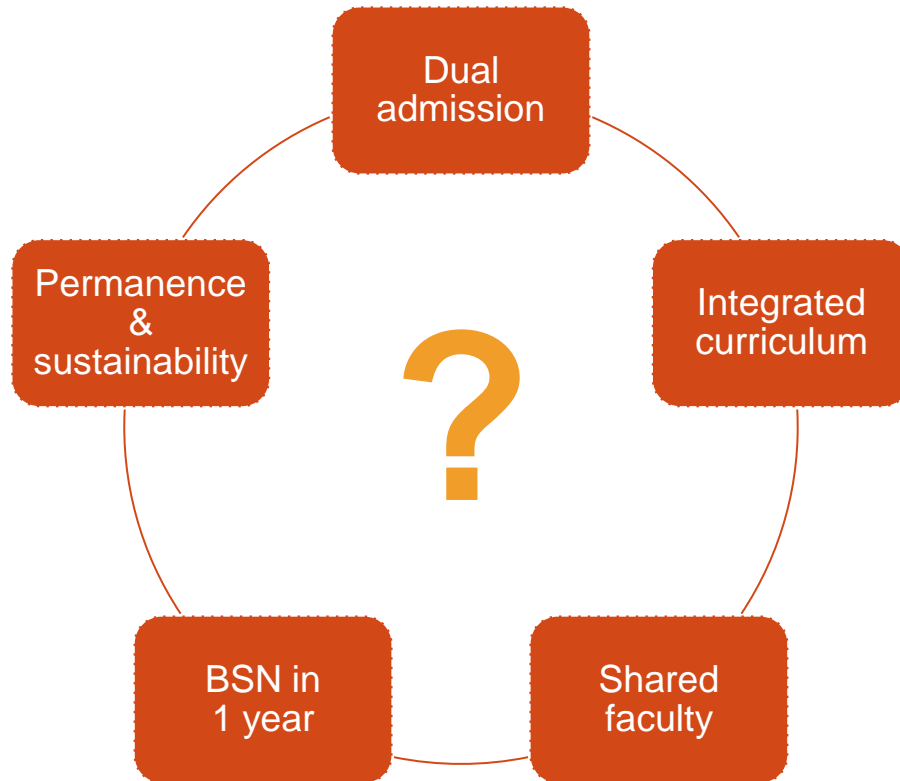
State of Implementation: Sustainability



Sustainability – Different Approaches, Questions



CCMNE Core Components



Survey & Interview Finding:

Need to clarify definitions of each core component and different approaches available to achieve progress in implementation

DRIVERS

**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

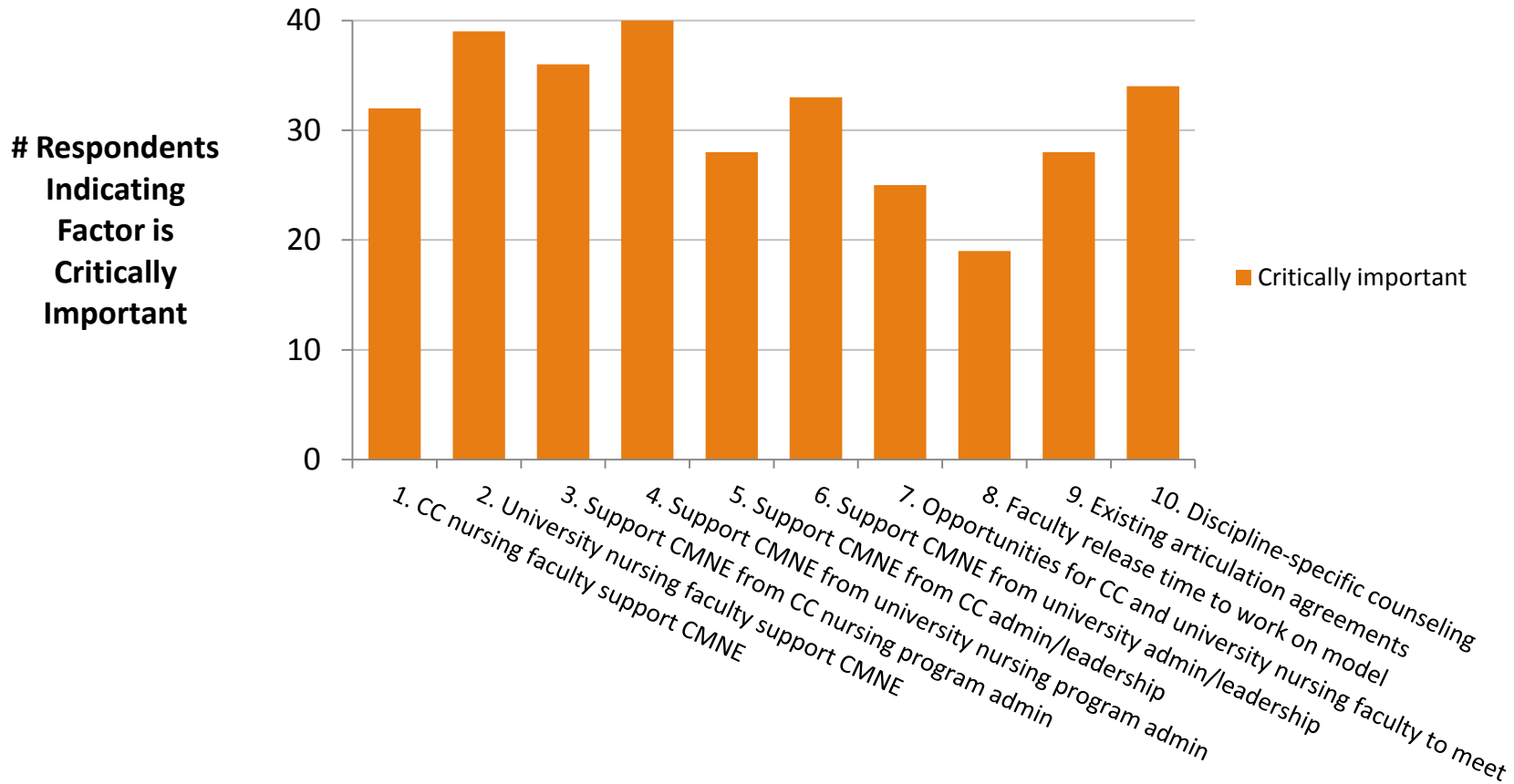
- CCMNE professional development and planning activities including faculty from participating segments, institutions; extended to include adjunct faculty
- Strong relationships, regular conversations between CCMNE program directors
- Recognition of importance of including CCC Education Counselors in 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)

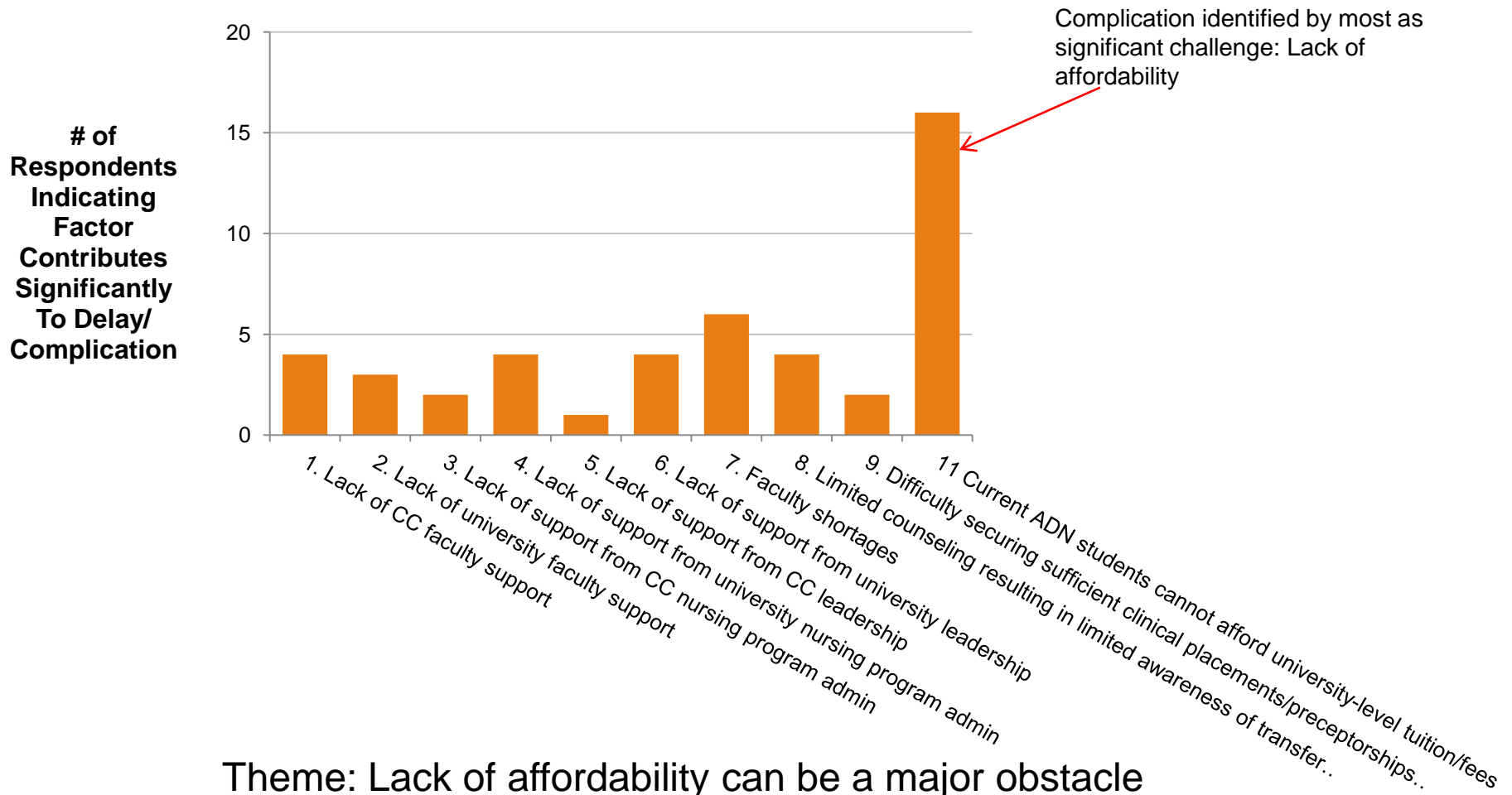
- Relationship development
- Lack of dedicated coordinator
- New information and ongoing change (new initiatives, e.g., AB1295, SB1440)

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

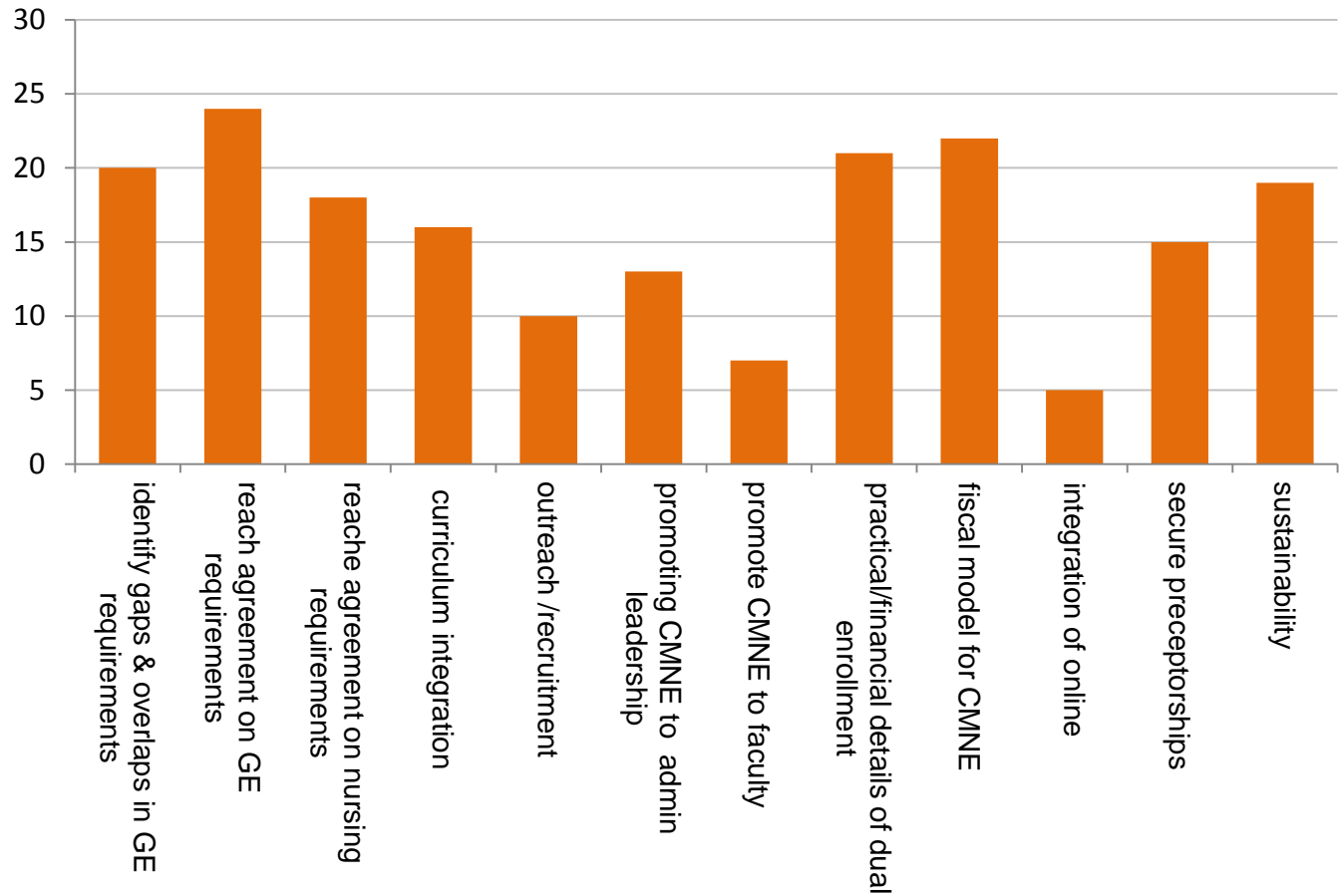


MOVING THE FIELD FORWARD

Which are priorities for technical assistance?

Technical Assistance Priorities

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



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

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