



TASK FORCE REPORT SURVEY of RN-BSN PROGRESSION in MISSOURI

Spring 2016

Introduction:

In Fall 2015, the Missouri Association of Colleges of Nursing (MACN) appointed a task force to discover the state of academic progression to the BSN for nurses in Missouri prepared with diploma and/or associate degrees in nursing. Specifically the survey results described the models used by current institutions to facilitate RN-BSN progression as compared to the models categorized by the Center to Champion Nursing in America (CCNA), an entity funded by the Robert Wood Johnson Foundation (RWJF).

Demographics:

Sixty-one individuals representing diploma, associate degree and baccalaureate degree programs of record on the Missouri State Board of Nursing website received the MACN survey by email in early 2016. Of these institutions eight had more than one site for a total of 18 sites. Therefore there were 51 unique institutions contacted for the Progression Survey. Of the 51 institutions, 45 responded. Of those that responded, 36 submitted all data as requested (of the nine responses deleted from the survey data analysis, two did not indicate name of institution, one was a duplicate response and six provided the name of institution but no data). No response from diploma programs were received.

Of the 36 usable responses 27.78% (10) represent associate degree in nursing programs, and 72.23% (26) represent baccalaureate or higher degree programs. For the latter group, 11 are located in public and 15 are located in private institutions. Of respondents, 66.67% (24) offer a RN-BSN program and 33.33% (12) do not. The range of credits required for the degree from associate degree programs was 69-75. Two reported on (L)PN-RN bridge programs with credits ranging from 39.5 to 60.

Results:

Classroom Courses/Credits

The survey attempted to elicit an understanding of how BSN programs in Missouri were aligned with the CCNA/RWJF published list of BSN Foundation Courses in the four categories with 3-4 specific courses within each category: General Education (14 credits); Basic Sciences (12 credits); Social Sciences (9 Credits) and Human Sciences (16 credits) –See Appendix A.

General Education category-CCNA/RWJF suggests 14 credits: MO survey responses for course clusters and range of credits for each cluster

Communications	0-8 credits
English	3-9 credits
History/Government	0-6 credits
Humanities/Fine Arts	3-12 (1 responded with 24) credits
Computers/Technology	0-3 (8 respondents indicated 0) credits
Mathematics intermediate algebra	0-6 (7 responded with 0) credits
Mathematics college algebra	0-4 (5 responded with 0) credits
Mathematics- statistics	0-3 credits
Other	3-9 credits

Basic Sciences category- CCNA/RWJF suggests 12 credits: MO Survey responses for course clusters and range of credits for each cluster.

Biology	0-6 (6 responded with 0)credits
General Chemistry	0-5 (3 responded with 0) credits
Organic Chemistry	1 (credit included in general chemistry)
Microbiology	3-5 credits
Physics	No credits required
Other (A and P; pathophysiology)	0-8

Social Science category- CCNA/RWJF suggests 9 credits: MO Survey responses for course clusters and range of credits for each cluster.

Growth and Development	0-3 credits
Psychology	3-6 credits
Sociology	3-6 credits
Other	3 credits

Human Sciences category- CCNA/RWJF suggests 9 credits: MO Survey responses for course clusters and range of credits for each cluster.

Anatomy and Physiology	4-8 credits
Pathophysiology	0-5 credits
Nutrition	0-4 credits
Pharmacology	0-3 credits
Other	0 credits

Respondents were asked to identify other courses not identified by CCNA/RWJF categories: samples included-Health Assessment, Culture and Diversity, Nursing Research, Community/Public Health, Economics, Bible Studies, Leadership and Management, Policy, Informatics

Clinical Experience Requirements in RN-BSN Programs ranged from 0 clinical credits by one respondent to variable credits. Some respondents answered in clock hours: 0 to 864 to varied, based on meeting the course objectives. One respondent described these as service learning events without explanation.

Competency based credit: 45.83% (11) award credit for prior learning or experience while 54.17% (13) do not. The majority of programs do not award credit for prior learning or experience.

Program delivery methods: Online delivery constituted 82.61% (19) of programs; Face to Face delivery- 17.39% (4); and, Hybrid delivery- 21.74% (5).

Baccalaureate programs with an affiliation at the associate degree/diploma levels:
NO: 60.87% (14) YES: 39.13% (9).

Capacity of Programs for enrollment per term:
range for enrollment capacity was 15 to *unlimited* (17/24 responses indicated *unlimited*)

Current number of available and unfilled seats in MO respondents' RN-BSN programs:
range was 0 to 50 to unlimited (6)

Current Enrollment numbers in MO RN-BSN programs*:

2013-2014	2014-2015	2015-2016
Range/program: 2-329	Range/program: 2-310	Range/program: 0-331
Total: 1402 students *	Total: 1544 students*	Total: 1564*

*in addition one program reported

44 RN-MSN students

37 RN-MSN students

54 RN-MSN students

RN-BSN Program expansion plans:

60.87% (14) will be expanding RN-BSN programming; 39.13% (9) will not expand

Faculty supply to staff RN-BSN programs:

83.33% (20) have sufficient faculty to expand their RN-BSN programs; 16.67% (4) have insufficient faculty to expand.

Barriers to enrollments in RN-BSN programs as reported by associate degree nursing program respondents:

Affordability: 85.71% (12)

Work Schedule: 78.57% (11)

Family responsibilities: 64.29% (9)

Available Financing: 50% (7)

Lack of flexible scheduling by programs; number of pre requisites; fear of taking certain pre requisites; number of required clinical hours; lack of PT vs FT options; length of programs: 21.43% (3) each.

Meeting admission GPA; different prerequisite requirements by different programs; location of the programs: 14.29% (2) each.

Programs reporting they were in discussion with another institution to develop a collaborative program:

NO: 63.89% (23) **YES:** 36.11% (13)

Respondents indicated which of the 5 CCNA models of academic progression education their institutions currently use:

Accelerated RN-MSN: 54.55% (6)

Emerging Model: 27.27% (3)

CC and Universities enroll students in both programs simultaneously to complete curriculum as Plan of Study indicates, where there is no “opt out” to be eligible for RN-NCLEX until completion of BSN degree requirements

RN-BSN degree awarded by a community college 18.18% (2)

Respondents indicated whether their institutions are considering using any of these models in the future:

NO: 58.06% (18) **YES:** 41.94% (13)

Respondents indicated which of the 5 CCNA models of RN-BSN education institutions are most likely to pursue within five years:

Accelerated RN-MSN: 50.00% (7)

RN-BSN degree awarded by a community college (post licensure) 28.57% (4)

Emerging Model (pre-licensure): 14.29% (2)

CC and Universities enroll students in both programs simultaneously to complete curriculum as Plan of Study indicates, where there is no “opt out” to be eligible for NCLEX until completion of BSN degree requirements.

Shared Statewide or Regional curriculum (post licensure) either in full or in part with common course numbering and content. Often complementary to the competency based model as it may include defined and required knowledge, skills and attitudes: 7.14% (1)

Limitations:

Two questions and responses in the survey had to be discarded for lack of clarity of responses: how many credits are required to earn the BSN (24-128 credits) and how many credits in general education are required to earn the BSN (18-92 credits). Validity of enrollment numbers is based on self-report by respondents. No generalization can be made for Missouri nurses students enrolled in RN-BSN or RN-MSN programs outside of the sample in Missouri or for Missouri nurses enrolled in out of state programs.

Conclusions:

This survey reports ample seat capacity and faculty supply to expand enrollments in RN-BSN programs in Missouri. The nature of prerequisite requirements for admission to RN-BSN programs are variable across programs and are identified as a barrier to the smooth transition in progression of associate degree students/graduates to obtain the BSN post licensure. Clinical requirements are also variable in RN-BSN programs despite the *Essentials of Baccalaureate Education Standards* (AACN) as the industry guideline for RN-BSN program accreditation. This guidance indicates that RN-BSN students are to have applied clinical experiences in order to demonstrate BSN competencies and baccalaureate learning.

Among the top four student barriers to RN-BSN progression, two address the fiscal/financial support in terms of affordability and available financing. All sources of support should be clarified and employers can add to the relief of financing through adequate reimbursement for pursuit of the BSN degree. With the nursing shortage cycling upward again, employers should reconsider this financing as a recruitment and retention tool. Likewise new models of academic progression which incorporate more progression in baccalaureate course work before graduation and simultaneous enrollments in pre-licensure programs at the community college and university/college level will allow students to receive student loans for the BSN degree while taking courses in associate degree nursing programs. Other barriers to progression can be overcome to promote flexible programming and online access. A statewide marketing campaign to educate about the availability, access and ease of progression at a student's pace can fight the myths of inability to achieve the BSN and promote quality outcomes for institutions and patients when BSN nurses are employed at the bedside.

The predominant expansion vehicle for institutional progression programs in the future for associate degree graduates was reported to be Accelerated RN-MSN programs followed by community colleges starting RN-BSN options. The CCNA/RWJF *Emerging Model* may not be well understood and the early adoption of this model is void of specific metrics and outcomes on enrollment, retention, and BSN competencies. In time this data will be available as early adopters measure their outcomes for lessons learned, replication, and scalability.

Call to Action:

Clearly we are in the midst of innovation and learning laboratories for models of progression for nurses seeking BSN and MSN degrees. These laboratories should be encouraged and fortified with definable metrics to understand impact and effectiveness.

Statewide initiatives to educate nursing programs and students on possibilities, support from employers, and stronger collaborative programming will catalyze and strengthen the progression of graduating pre-licensure and post licensure nurses to achieve a minimum of the baccalaureate competencies, shown by research, to advance quality patient care in Missouri. We can decide to be intentional now about our commitment to collaboration between community colleges, diploma, and universities/colleges conferring the baccalaureate and higher degrees or sit on the sidelines while nurses in other states benefit from state wide collaboration and raise the profile of their BSN and higher degree workforce.

MACN Task Force on the Status of RN-BSN Academic Progression in Missouri

The MACN Task Force included institutional members of MACN, the Missouri Center for Nursing, and the Missouri Association for Associate Degree Nursing

Chair: Ann H Cary, PhD, MPH, RN, FNAP, Dean, UMKC School of Nursing and Health Studies, Kansas City, MO

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Appendix A: CCNA/RWJF Proposed BSN Foundations Courses

*BSN Foundation Courses (60-64 credits)**

- General Education – 24 credits
 - Communication
 - English
 - Humanities/Fine Arts
 - Statistics/Logic
- Basic Science – 12 credits
 - Chemistry
 - Biology
 - Microbiology
 - Physics
- Social Sciences – 9 credits
 - Growth & Development
 - Psychology
 - Sociology
- Human Sciences – 16 credits
 - Anatomy & Physiology
 - Pathophysiology
 - Nutrition
 - Pharmacology

**Courses listed are illustrative of the types of courses that should be included in each category*