What Inhibits ADN/BSN Concurrent Enrollment?

A Comprehensive Research Study Proposal to a Problem in Nursing Education

Sabbatical Proposal

Request for: Fall Semester 2022 and Spring Semester 2023

Jamee Maxey

Moorpark College

in conjunction with

University of Alabama

Author Note

Completion of this research study will be for fulfillment of

Doctor of Nursing Education at the University of Alabama

Abstract

In response to the Institute of Medicine (IOM) Recommendation #4 goal of 80% of nurses will have a Bachelor of Science degree in nursing (BSN) by 2020 (Institute of Medicine of the National Academies [IOM], 2011, Summary section), BSN programs have collaborated with Associate Degree Nursing (ADN) programs to offer various modalities of continuing study for BSN completion. One of these modalities is concurrent or dual BSN enrollment during the ADN course of study. A recent decrease in ADN/BSN collaborative enrollment within in the nursing program at Moorpark College led to a loss of clinical placement, thus producing a threat to student learning outcomes and a reduction in BSN graduates. The purpose of this investigation is to explore the feelings and barriers that inhibited the past graduates of the Moorpark College nursing program from choosing to participate in a BSN collaborative during their ADN course of study and to understand how Moorpark College and in turn ADN/BSN collaborative programs can provide support services for ADN students seeking to enroll in a BSN collaborative. By identifying the barriers that inhibit ADN/BSN collaborative enrollment and determining student support needs, will increase the number of ADN/BSN collaborative enrollment at Moorpark College and contribute to the IOM recommendation of 80% of registered nurses possessing a BSN. Contents within this document will focus on establishing merit for investigating this phenomenon through an extensive literature review, development of research questions, the proposal of the methodology, and time-line to answer the research questions.

Keywords: concurrent enrollment, dual enrollment, barriers to nursing education, advancement of nursing education, motivation to education, IOM Recommendation #4, practical action research study, qualitative research

Rubric to Document Cross Map

Rubric Requirement	Location in Document (Page(s))
1. Value of the proposed leave on instruction or service to students	7
2. Value of the proposed leave to the college	7
3. Value of the proposed leave to the district	7
4. Value of the proposed leave on the candidate's professional competence	7-8
5. Reasonable distribution of sabbatical leaves among departments and divisions	4
6. Consistency with the mission of the District, as adopted by the Board of Trustees	20-21
7. The number of previous sabbatical leaves granted applicants	4
8. Whether the outcomes are achievable and measurable within the time frame of the designated sabbatical leave	6-7 & 17-18
9. Size and scale of project is suitable for sabbatical leave rather than regular professional assignment	17-18
10. Project relates significantly to the applicant's professional assignment	6 (Background) & 10-14 (Review of Literature, Research Questions, Methodology)
11. Proposed objectives are clearly delineated and appropriate to the project	6-7
12. Proposed time-line and activities in plan of work are specified and appropriate to the project	17-18
13. Project has been discussed with relevant constituencies, where applicable	4 Letters of Recommendation
14. Qualifications / letters of support included as applicable to the project and its success	8-10 Attached letters from department colleagues (x3)
15. The proposed benefits/results of the plan can feasibly be implemented upon return	19
16. Proposal includes plan for how project will be disseminated upon return, both within college and district	18-19 (Timeline for May-August 2023)
17. Logistics of project are detailed (Where are you doing this project, what materials, on- or off-campus?)	12-17
18. Overall professionalism, thoroughness, and completeness in presentation	Determined by committee

What Inhibits ADN/BSN Concurrent Enrollment?
A Comprehensive Research Study Proposal to a Problem in Nursing Education

- Author's Previous Sabbatical Leaves:
  - ➢ 0
- Full-Time Hire Date:
  - ➢ January 2007
- Part-Time Hire Date:
  - ➢ August 1997
- Institutional Support/Oversight:
  - ➢ Dissertation Committee Member: Marnie Melendez, Moorpark College EOPS/CARE & CalWORKs Coordinator
- Departmental Reasonable Distribution of Sabbatical Leaves:
  - ➢ 1 in Spring 2012, 1 in Fall 1997
- Departmental Endorsement:
  - ➢ Proposed to and Approved by Carol Higashida, EdD, MSN, RN, Dean of Life Sciences (October 5, 2021)

Introduction

Studies revealed that individuals choose nursing as a profession based on intrinsic and extrinsic motivational factors. The intrinsic factors include internally generated reinforcers such as the desire to help others, the interest in science, life-long goals or dreams, self-esteem, fulfillment, and adaptability, whereas extrinsic factors include financial stability, family influence, and social status (Rognstad, 2002). In evaluating the motivational factors behind an advanced nursing degree, Jones et al. (2020) stated that when a nursing student makes an early declaration of intent for BSN transitioning, whether through concurrent enrollment or a seamless RN-BSN articulation, academic completion/success is supported. The contributing factors behind the early declaration of intent are connecting students with external support for their goal attainment (Jones et al., 2020).

Motivational factors may shift depending on external forces. The external forces could be family or health-related, financial necessity, job security, or opportunities for advancement. In 2011, an initiative published by the IOM focused on transforming the future of nursing related to

the elements of the Affordable Care Act. Components of the IOM initiative, mirroring the

tenets of the Affordable Care Act, include patient safety, accessibility, and positive healthcare

outcomes. The report stated that patients' safety and quality outcomes were significantly higher

under the hands of a bachelor-prepared nurse. Therefore, the IOM established Recommendation

#4 to increase the number of nurses with a baccalaureate degree to 80 percent by 2020 (IOM,

Summary, 2011). In response to the IOM Recommendation #4, hospitals shifted their hiring

preference to BSN graduates, decreasing the ADN nurses' employment potential (Auerbach et

al., 2015). The IOM report played a direct role in the extrinsic motivation of an ADN nursing

student seeking educational advancement (Phillips & Titzer Evans, 2017).

Following the IOM report, the number of BSN programs across the United States

increased by 60% (Buerhaus, et al., 2014). As a result, the increase in BSN programs produced

problems that needed immediate attention. For example, in California, new BSN programs found

it difficult to place nursing students in the saturated clinical environment. In addition, California

BSN programs found it challenging to hire qualified faculty that met the minimum requirements

for instruction as governed by the credentialing bodies (California State Auditor Report, 2020).

Facing these challenges, BSN programs within California coordinated efforts with ADN program

that led to the development of concurrent enrollment/dual enrollment ADN/BSN programs

(Close & Orlowski, 2015). The concurrent enrollment/dual enrollment ADN/BSN programs

were modeled after the successful initiative established by the Oregon Consortium for Nursing

Education (OCNE). The OCNE was designed to meet Oregon's nursing shortage, increase the

diversity among the nursing profession, and develop an efficient state-wide nursing educational

structure to meet the IOM recommendations (Tanner, et al., 2008).

Before the 2011 IOM report, California nursing programs did not offer any collaborative/dual enrollment ADN/BSN opportunities (Close & Orlowski, 2015). In 2015, Close and Orlowski identified that only 7% of the ADN student population in California was dually enrolled in BSN coursework (p. 684). Close and Orlowski's study focused on the success of the dual enrollment program (2015). The study did not explore any viewpoint or barriers regarding the lack of dual enrollment.

Background

Between the years 2019-2021, there was a 50% decline in concurrent BSN enrollment in the Moorpark College ADN program (Lee, 2021). As a result of the BSN concurrent enrollment decline, the program failed to secure the minimum capacity of concurrent BSN students to maximize a clinical course at Children's Hospital Los Angeles. As a result, the Moorpark College ADN program had to obtain alternate clinical placement sites for more than half of the nursing students, placing a burden on program administration and subsequent alternate clinical sites. The loss created a program and profession-wide impact, including loss of specialty faculty (pediatrics), decreased admission capacity due to limited clinical sites, decreased clinical opportunities in specialty areas (pediatrics), and a decrease in nursing graduates to enter the workforce (Lee, 2021).

<div align="center">Purpose of Investigation (Objectives)</div>

The purpose of this qualitative study is to explore the feelings and barriers that inhibited past nursing graduates at Moorpark College from enrolling in a BSN collaborative during their ADN course of study. Investigating the reported barriers to enrolling in a BSN dual-enrollment program and the feelings associated with the decision-making process, will accomplish the following three outcomes.

1. Understand the phenomenon of the decrease in BSN dual enrollment option in the nursing program at Moorpark College by January 2023 to facilitate support services to increase concurrent enrollment.
2. Increase concurrent ADN/BSN enrollment by 30% by August 2023, to expand BSN graduates in the workforce, thereby contributing to the growth of BSN-prepared nurses to meet the Institute of Medicine's recommendation for 80% of registered nurses to possess a BSN (IOM, 2011, Summary).
3. Allow for reinstatement of clinical privileges at Children's Hospital Los Angeles, supporting the program's student learning outcomes by August 2023.

Value of Inquiry

Students: Research has shown that students who are concurrently enrolled in a BSN program while completing the ADN requirements are more than 50% likely to finish their course of study as compared to students who start a BSN after completion of an ADN degree program (Hegland et al., 2017). Research is needed to identify the most notable barriers that ADN students report as factors that inhibit co-enrollment in a BSN program.

Moorpark Nursing Program/Moorpark College: Identification of these barriers will enable Moorpark College program director, program dean, and student counselors, in conjunction with the BSN admission and administrative personnel, to coordinate efforts to offer support services for dual-enrollment.

Moorpark College/Ventura County Community College District: In return, the Moorpark College Nursing program will have the ability to market their program's statistical and socio-economic data for BSN co-enrollment with published support services to potential applicants entering the program.

Profession/Community: In 2010, the Institute of Medicine (IOM) published a synthesized data report stating that fewer errors and improved positive patient outcomes occur with bachelor prepared (BSN) nursing care. They identified 10 recommendations. Recommendation #4 states by 2020, the goal is to have 80% of nurses have a BSN, (IOM, 2011). As of 2020, only 59% of

nurses reported a BSN, falling short of the goal (The National Academies of Science, Engineering, and Medicine [NASEM], 2021). ADN programs have developed strategies to support the goal through incorporating opportunities for educational advancement, such as dual-enrollment in a BSN collaborative. Supporting students with resources and opportunities for ADN/BSN dual enrollment outcome success, will subsequently improve the percentage of BSN nurses as per IOM Recommendation #4, (Gubrud et al., 2019, Hegland et al., 2017, IOM, 2011, Summary).

Personal Competency: My attraction to this issue from a prospectus of a 24-year personal experience teaching in the Associate Degree pre-licensure nursing program at Moorpark College, in addition to a personal goal attainment story of my nursing educational journey. My parents were both in the medical field. My father a hospital administrator and my mother a radiology and laboratory technician. I grew up in the environment, remembering eating many meals in the cafeteria. I think I had more meals prepared by the cafeteria lady than I consumed at home. Everyone wanted me to be a doctor. However, living in a small town, the doctor was on-call 24/7. Sacrificing his family for the wellness of the community. I desired a job I could have that work/family balance. Nursing was the next best thing to being a doctor.

Growing up in a town of less than 1000 people, in a politically and socially conservative state, is a challenge for an "implant". Implants are people/families who come from outside the population with no family ties or roots. In a small town environment, implants can experience bullying or micro aggression because you are different. My differences stemmed from my appearance (olive complexion, dark hair), in dominant Caucasian environment, coupled with my intellect (I finished high school a year earlier than standard). For years I suffered overt and

covert bullying from community members, including my unforgiving mother. My internal self-protection said to get out. My goal was to find a way to be self-sufficient as quickly as possible.

Between 1985-1988, I found weekly transportation for a 60 mile one way trip to our local community college to take pre-requisite classes at night for the nursing program. I also began working as a nursing assistant at the age of 14 to pad my application for experience. During my senior year of high school, I applied to the best nursing school in the state, 250 miles away from home. I was accepted and the day after graduation, moved out and began nursing school at 17 years of age, graduating at 19. I sat for the national licensure examination 2 months after graduation and received my notification of passing in the mail on the day of my 20th birthday. My motivation was due to intrinsic and extrinsic factors, but I would say the main foundation for my motivation was my emotional well-being.

When I attended nursing school between 1988-1990, the primary programs across the United States were Associate Degree. In the fall of 1990, the program from which I graduated, started a RN/BSN program. This new program was highly promoted during my final semester of study. As a new graduate searching continuing education options, I noticed several new RN/BSN programs popping up across the U.S. I needed to become financially independent and opted to work before completing my bachelor's degree. My personal goal and motivation carried me to completion of a bachelor's degree in 1991.

Several years of experience in nursing, nursing administration, and a move from a homogenic state to culturally diverse Southern California, led me nursing education. My spirit is driven by the need to assist others medially, socially, or spiritually. Upon arrival to Southern California, I was quickly exposed to diverse cultures and communities, different than my own upbringing. Obtaining an understanding and sensitivity to care for and teach outside my cultural

norm did not come from a 5th grade social studies book, but from numerous real life experiences.
I believe that through these varied experiences, I have the foundation of awareness, recognition
of traits/trends, intentional listening, and evaluation to conduct a study exploring the feelings and
motivators that inhibit nursing student's decision making process in continuing education. I have
a master's degree in Nursing Education from Mount St Mary's College, and have finished all
course work in completion of my Doctorate in Nursing Education from the University of
Alabama. Completion of this study will be in final fulfillment of my dissertation to earn an EdD
in Nursing Education.

Review of Literature

ADN/BSN Collaboration Data: To meet the IOM goal for recommendation #4 that 80%
of registered nurses possess a BSN by 2020 (IOM, 2011, Summary section), Associate degree
schools of nursing have collaborated with bachelor programs to either seamlessly or concurrently
educate nursing students with the goal of a bachelor's degree in nursing within 6 to 12 months
post pre-licensure completion (Heglund et al., 2017). Over the past 10 years, the number of
bachelor's degree nurses in the workforce has increased from 49% to approximately 60% (IOM,
2011), falling considerably short of the 80% benchmark.

Studies revealed ADN/BSN dual enrollment programs provide several positive benefits.
Utilizing the initiative set forth by the California Collaborative Model for Nursing Education
(CCMNE) for seamless RN-BSN academic parameters, Close and Orlowski (2015) examined the
operational strategies that supported success in a concurrent (dual) enrollment ADN/BSN
program. According to Close and Orlowski (2015), the critical components of a successful
concurrent (dual) enrollment ADN/BSN program were identified as:

1. Designation of a program director
2. Coordinated student advising

3. Shared faculty
4. Involvement of diverse constituencies to support sustainability (p. 684).

Close & Orlowski (2015) explained how the critical components are assimilated to the CCMNE

Core Components of RN-BSN articulation.

CCMNE encouraged RN to BSN programs to write curriculum for students to attain BSN

within one year of ADN conferral. Currently, 75% of ADN programs within the California

Community College system offer seamless post-licensure RN-BSN articulations (Close &

Orlowski, 2015). Only 32 % of the California Community College ADN programs offer BSN

dual enrollment through 19 university-based partnerships (Close & Orlowski, 2015, p. 683).

In an article by Jones (2015), there was a two-fold increase in California BSN graduates

reported when ADN students were enrolled in BSN collaborative programs. The article also

identified that as a results of the CCMNE path for increasing the BSN workforce, diversity

within the BSN graduates has increased by greater than 50% in the Hispanic/Latino population

and 20% in the African American population (Jones, 2015, Table 2) when partnered with an

ADN program.

Gap of Literature

The research indicated a gap in understanding the reasons for low ADN/BSN

collaborative enrollment as well as if socio-economic and motivational factors contribute to this

phenomenon. Exhaustive efforts did not reveal any similar data collection specifically studying

reported barriers to enrollment in ADN/BSN collaborates. However, several studies and

published works explored motivation, equity, empowerment, student success, enrollment

barriers, and retention context from authors Heid (2014), Noone et al. (2016), Petree (2020),

Porche (2019), Sarver et al., (2015), and Welche (2018). There is a lack of published evidence

for supportive strategies and resources ADN programs could implement that would encourage

students to enroll in an ADN/BSN dual-enrollment program.

The identified gap of knowledge will be used to explore how barriers, including intrinsic

and extrinsic motivators, inhibited concurrent ADN/BSN enrollment at Moorpark College school

of nursing, and determine if any of the themes reflect socio-economic factors, such as age,

race/culture, or economic status.

Research Questions

The literature review and identifying students' shared experiences in an ADN/BSN

collaborative led to the development of key research questions. Unfortunately, the literature did

not present any data on why ADN students do not enroll in an ADN/BSN collaborative.

Therefore, the goal of the questions is to understand why ADN students did not enroll in an

ADN/BSN collaborative during their pre-licensure course of study. The following research

questions will guide the collection and analysis of content in the study:

1. How do ADN students describe the value of an ADN/BSN collaborative program related to their professional goals?
2. What factors influence an ADN student to not enroll in an ADN/BSN collaborative program?
3. To what extent do socioeconomic determinants weigh on the decision to decline enrollment in an ADN/BSN collaborative program?

Methodology

I will be exploring the barriers ADN nursing students report as influential to their

decision to not enroll in a BSN collaborative. Over the past four years at Moorpark College, the

nursing program has offered a BSN course of study collaborative option. During this time, I have

overheard students participating in the dual-collaborative and those not in the dual-collaborative

share views and opinions regarding factors that influenced their decisions to enroll or not enroll

in a collaborative BSN program. Categorical assumptions of reasons to not enroll may be due to

economic, academic, or psychosocial burdens. These questions may be answered through a quantitative, numerical-driven approach. However, the ideal way to determine such descriptive information within a social environment or identification of a phenomenon is through a qualitative methodology study. I have chosen a qualitative, phenomenology, retrospective study integrated with concepts from a practical action research approach to gain a deeper understanding of why Moorpark College ADN graduates did not participate in a BSN collaborative during their ADN course of study.

The data from this qualitative study will be analyzed for themes, context, discourse, and phenomena. The underlying goal of this qualitative methodology is to collect and "understand the social reality of individuals, groups, and cultures as nearly as possible as its participants feel it or live it" (McLeod, 2019, Qualitative Research section). Additional strengths of qualitative research are the ability for qualitative descriptors to be utilized to interpret cause and effects and the analysis for ambiguities or contraindications. To determine the extent of this phenomenon and determine the economic, academic, or psychosocial burdens, I will extend my research beyond qualitative methodology, utilizing several concepts from practical action research. Utilizing concepts within the practical action research design methodology will provide specific substance to creating solutions to this problem.

This retrospective study will look at past personal experiences from participants in specific nursing graduate cohorts and their feelings described through semi-structured, conversational, focus-group interviews. The descriptive, narrative style of qualitative research will be used as a basis to form otherwise unavailable knowledge, gaining new insight into a phenomenon (McLeod, 2019, Strengths section). Finally, I will examine if students report an

element of disparity in equal opportunity as a basis for declination in participation of an

ADN/BSN dual-enrollment option.

Data Collection/Design

The data collection will comprise a critical, homogenous, purposeful sampling of

Moorpark College nursing ADN graduates from the years 2017-2021. Contact for recruitment of

the participants will come from a graduate email list provided by the program. I will also utilize

alumni media pages on Facebook/Instagram/Twitter and word of mouth in the community to

recruit participants.

I will exclude any graduates who participated in an ADN/BSN collaborative during the

above-identified time. I will also exclude any participants with a bachelor's degree from another

field as they may have different intrinsic motivation and opportunities for educational

advancement following completion of an ADN program as their non-bachelor degree

counterparts.

Homogenous sampling is necessary as the selected participants will come from a trait-

specific cohort with defined characteristics (did not enroll in an ADN/BSN collaborative). Eight

cohorts of graduates will be invited to participate. According to Creswell, 5-8 participants for

each sampling are recommended for a phenomenological type of study (2017). This form of

sampling methodology is considered critical sampling as the participants are representative of a

research site with a central phenomenon (Creswell, 2018).

I will utilize a focus group interview format with five structured questions (Appendix),

allowing for open interview questions to evolve as indicated. Utilizing the structured questions

for each focus group will allow me to focus on the purpose of the study, exploring what feelings

or motivation inhibits students from enrolling in ADN/BSN collaborative, and the value a

student regards for higher-level nursing education. In addition, open-ended questions will provide a foundation to explore issues or themes reported by the cohort that is independent of the study's assumption.

Obtaining information through focus group interviews is favored when the objective of the study is program improvement. Focus group interviews can identify attitudes toward a concept or product. The reason the focus groups will consist of students from the same graduating cohort, is each cohort had different BSN co-enrollment opportunities. All interviews will be done via Zoom and recorded to capture nuances and analyze interviewer and respondent errors.

As the interviewer, I will begin the focus group interview by asking each participant to think back to nursing school and describe their initial feeling when they were informed of the ADN/BSN collaborative option. As the answers progress from the participants, I will then explore their values toward an advanced nursing education and describe their professional goals. Finally, I will allow the participant the opportunity to reflect on motivation and how motivation influenced professional and educational goal attainment.

To gather data regarding socio-economic factors and determinants, each individual participant will be directed to complete an online survey with a question to describe how and to what extent socio-economic factors weighed on the decision to not participate an ADN/BSN collaborative option. Allowing participants to answer these questions privately should allow for honest responses as socio-economic factors are under-evaluated or under-reported when divulged in a public setting.

For the participant action research portion of this study, I will email an online survey to the BSN program directors which the ADN program has a dual enrollment agreement. This

survey will be formatted to gather data regarding student resources available for the participants

in the ADN/BSN collaborative program. Determining current resources available and comparing

the resources to the needs the students reported as barriers will allow for the identification of

gaps of resources and opportunities for collaboration for improvement.

As a final portion of the participant action research portion of this study, data will be

gathered to identify the socio-economic/demographic make-up of the students who participated

in an ADN/BSN collaborative over the last eight semesters. The data will be collected via an

enrollment query of the program and will be used to compare the data to the socio-

economic/demographic make-up of the students reported in the study (non-ADN/BSN

collaborative participants). Comparing the socio-economic/demographic data of those students

who participated in the ADN/BSN collaborative to those who did not, will identify any equity

disparity.

Data Analysis

The data collected through the focus group interviews will be analyzed utilizing

categorization and contiguity-based relation analysis. According to Maxwell (2013),

categorization is "coding and thematic analysis", (p. 104). Coding helps to sort descriptive data

from the interview. I will begin the categorization of data (transcripts, notes, etc.) through coding

which will allow me to rearrange the data into most important terms and categories. The initial

process is coding labeling which can be followed by coding categories. Placing data into coded

categories will identify the most frequent or main concepts (themes) stated by the participants.

Upon determination of themes, I can use contiguity-based relation analysis to compare categories

and possibly develop theoretical concepts. (Maxwell, 2013).

Contiguity-based relation analysis allows the data to be compared in relationship to time and space (Riessman, 1993). The data collected from each cohort is independent to each cohort as there were different ADN/BSN dual enrollment opportunities and options per cohort. Additionally, the effects of the COVID-19 pandemic could contribute to a student's decision-making process despite motivation or individual goals. Information gathered from the analysis will provide me with evidential data to suggest recommendations for ADN/BSN dual enrollment support offerings to students thereby increasing the percentage of BSN prepared nurses to meet the Institute of Medicine (IOM) recommendation for 80% of registered nurses to possess a BSN.

Proposed Timeline

Pre-Sabbatical Work Timeline (January 2022-July 2022):
- January 2022
  - Obtain approval for research from Moorpark College President
  - Obtain IRB from University of Alabama
- February 2022
  - Develop informed consent form
  - Develop interview plan and obtain approval from dissertation committee
- March 2022
  - Obtain list of Moorpark College Nursing Graduates, 2017-2021
  - Post to program and campus social media sites recruitment inquiry
  - Email Moorpark College Nursing Graduates, 2017-2021 study qualification questionnaire
- April 2022
  - Review candidates' qualification questionnaire and eliminate exclusions
  - Set-up Zoom interview dates
- May 2022
  - Determine focus groups based on inclusions and recommendations from dissertation committee
  - Conduct focus group interviews
- June 2022
  - Review interview notes
  - Review Zoom interviews
  - Perform coding and thematic analysis of focused group interview data
- July 2022
  - Develop online survey for directors of the BSN programs who have a collaborative agreement with Moorpark College Nursing Program
  - Send email of online survey to the BSN program directors which Moorpark College nursing program has a dual enrollment agreement.

- o Perform coding and thematic analysis of BSN director online survey data

Sabbatical Work Timeline: (August 2022-May 2023)
- August 2022
  - o Work with Admissions and Records to run query to identify the socio-economic/demographic make-up of the students who participated in an ADN/BSN collaborative over the last eight semesters
  - o Compare the data to the socio-economic/demographic make-up of the students who did not participate in an ADN/BSN collaborative over the last eight semesters and were part of the focused group-interviews.
- September – October 2022
  - o Write analysis of information (Chapters 4 & 5 of Dissertation)
- November 2022
  - o Present findings to EOPS, BSN directors, department director and departmental faculty
  - o Develop support offerings for successful enrollment in ADN/BSN collaborative
- December 2022
  - o Implement support offerings to current ADN students
  - o Apply for Dissertation defense
- January 2023
  - o Determine number of ADN/BSN co-enrolled students
  - o Compare number to previous semesters/cohorts
- February 2023 – March 2023
  - o Prepare for Dissertation defense
- April 2023
  - o Complete Dissertation defense
- May 2023
  - o Write up findings and submit to Moorpark College Academic Senate, Moorpark College President, and Ventura County Community College District constituents

Post Sabbatical Timeline:
- August 2023
  - o Present findings/data/outcomes to Moorpark College faculty during flex week.

Trustworthiness

The confidential nature of the data is an important priority. To protect the confidentiality of the participants, I will not associate any reported data to an individual to ensure that all personal information will be kept confidential. All data will be saved and stored according to

appropriate statute of limitations for the institution and state research guidelines and will comply with all ethical requirements.

To protect against bias, I will develop questions with neutral language and tone. I will avoid any leading questions that are directed toward the goal of the study. If interviews are conducted in person, the interviews will be video recorded to allow for transcription enhancing review of the interview to validate observational cues and themes for data analysis. An implicit bias will be unavoidable, as I will have had a teacher/student role to each of the participants. I will describe to the participants my role in the study as a researcher in collaboration with student, institutional and professional success.

Although I will not be utilizing a control group, the focus group responses could be placed in cohort dependent categories before aggregating all the focus group data together. I could use the individual cohort data and compare the outcomes to each cohort for validation of variance theory (Maxwell, 2013). The participants will be considered homogenous in nature (graduated students from a specific ADN program who did not participate in a BSN collaborate) which according to Maxwell, "contribute to the interpretability of the results" (2013, p. 128). A cross case analysis of the data between cohorts will contribute to the interpretability of the results.

Feasibility of Implementation

Over the past 3 years, I have been a full-time doctoral student at the University of Alabama while maintaining my full-time plus overload responsibilities at Moorpark College. I request a sabbatical to allow me to focus on the final synthesis of data of this research topic and to develop student support tools to meet the proposed outcomes. I proposed this research topic in August 2021, and I am on target for approval by December 2021. I am aware that this a project

which will take more than the requested sabbatical leave time. To develop and implement strategies for student success and support, I am requesting focused release time.

Application to Mission

Utilizing a "students' first philosophy", my proposed research project focuses on identification of barriers to Moorpark College nursing students "career educational goals". This document presented a summary of a proposed research study to explore a phenomenon recognized within the associate degree nursing program at Moorpark College in response to the loss of a clinical placement facility resulting from fewer student enrollment in the dual ADN/BSN collaborative program. This outcome of this study will identify a small portion of the nursing educational system contribution to the failure to meet the Institute of Medicine Recommendation #4; 80% of registered nurses to possess a BSN by 2020 (IOM, 2011, Summary).

Over the past decade, ADN nursing programs have slowly collaborated with BSN programs to offer a concurrent enrollment option during their ADN course of study. I will determine what extent motivation, professional goals, and socio-economic status contribute to the ADN student declining to enroll in an ADN/BSN collaborative program. The background of this phenomenon guided the literature review and development of research questions for this proposed study. I was unable to find any similar data collection specifically studying this phenomenon. Data from this study will be used to make recommendations for overcoming those barriers thereby increasing the percentage of BSN prepared nurses to meet the Institute of Medicine (IOM) recommendation for 80% of registered nurses to possess a BSN. Utilizing integration of customized student support designed to achieve equitable outcomes, I will work

with EOPS, Moorpark College nursing department director, and BSN collaboratives department

directors to find solutions to empower learners to complete their advanced degree.

References

Ackerman-Barger, K., & Hummel, F. (2015). Critical race theory as a lens for exploring

inclusion and equity in nursing education. *Journal of Theory Construction & Testing*,

19(2), 39–46. https://doi.org/https://search-proquest-com.libdata.lib.ua.edu/scholarly-

journals/critical-race-theory-as-lens-exploring-inclusion/docview/1801608790/se-

2?accountid=14472

Alder, J. (2021, March 25). *Best community colleges | top 50 junior colleges 2021*. College

Census. Retrieved April 9, 2021, from https://www.collegeconsensus.com/rankings/best-

community-colleges/

Auerbach, D. I., Buerhaus, P. I., & Staiger, D. O. (2015). Do associate degree registered nurses

fare differently in the nurse labor market compared to baccalaureate prepared RNs?

Nursing Economic$, *33*, 8–13, 35. Retrieved July 10, 2021, from https://cpb-us-

e1.wpmucdn.com/sites.dartmouth.edu/dist/9/2108/files/2019/06/AuerbachBuerhausStaige

r_NursingEconomics2015.pdf

Basch, C. E. (1987). Focus group interview: An underutilized research technique for improving

theory and practice in health education. *Health Education Quarterly*, *14*(4), 411–448.

https://doi.org/10.1177/109019818701400404

Buerhaus, P. I., Auerbach, D. I., & Staiger, D. O. (2014). The rapid growth of graduates from

associate, baccalaureate, and graduate programs in nursing. *Nursing economic$*, *32*(6),

290–311. Retrieved July 12, 2021, from

http://libdata.lib.ua.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&d

b=rzh&AN=99954941&site=eds-live&scope=site

California State Auditor Report. (2020). *Board of Registered Nursing; It has failed to use sufficient information when considering enrollment decisions for new and existing nursing programs.* (July 2020) [Report]. https://www.auditor.ca.gov/pdfs/reports/2019-120.pdf

Cherry-Montgomery, T. (2015). *Factors that hinder underrepresented minority ADN students from initially pursuing a baccalaureate degree* (Order No. AAI3632933) [Doctoral dissertation, Capella University]. ProQuest Dissertations & Theses Global. https://search-proquest-com.libdata.lib.ua.edu/dissertations-theses/factors-that-hinder-underrepresented-minority-adn/docview/1684426000/se-2?accountid=14472

Close, L., & Orlowski, C. (2015). Advancing associate degree in nursing-to-baccalaureate degree in nursing academic progression: The California collaborative model for nursing education. *Journal of Nursing Education*, *54*(12), 683–688. https://doi.org/10.3928/01484834-20151110-04

Creswell, J. W. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications, Inc.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.) [Google Books]. file:///C:/Users/garre/Downloads/Creswell,%20John%20W._%20Poth,%20Cheryl%20N.%20-%20-%20Qualitative%20Inquiry%20&%20Research%20Design_%20Choosing%20Among%20Five%20Approaches%20(2018,%20SAGE)%20(1).pdf

Gardner, J. (2005). Barriers influencing the success of racial and ethnic minority students in

    nursing programs. *Journal of Transcultural Nursing*, *16*(2), 155–162.

    https://doi.org/10.1177/1043659604273546

Gubrud, P., Spencer, A. G., & Wagner, L. (2017). From start-up to sustainability. *Nursing*

    Education Perspectives, *38*(5), 225–232.

    https://doi.org/10.1097/01.nep.0000000000000212

Heglund, S., Simmons, J., Wink, D., & D'Meza Leuner, J. (2017). Thirteen years and counting:

    Outcomes of a concurrent ASN/BSN enrollment program. *Journal of Professional*

    Nursing, *33*(6), 441–446. https://doi.org/10.1016/j.profnurs.2017.02.006

Heid, C. L. (2014). *Motivation and persistence among BSN students in northeast Ohio: A*

    correlational study (Order No. 3691440) [Doctoral dissertation, University of Phoenix].

    ProQuest Dissertations & Theses Global. https://www-proquest-

    com.libdata.lib.ua.edu/dissertations-theses/motivation-persistence-among-bsn-

    students/docview/1671721176/se-2?accountid=14472

Hidle, U. (2011). *Motivational factors, professional values, and associate degree nursing*

    students' intent to continue their formal education: Application of structural equation

    modeling (Order No. 3469873) [Doctoral Dissertation, University of New York].

    ProQuest Dissertations & Theses Global. https://doi.org/https://search-proquest-

    com.libdata.lib.ua.edu/dissertations-theses/motivational-factors-professional-

    values/docview/894254389/se-2?accountid=14472

Institute of Medicine of the National Academies. (2011). *The future of nursing; Leading change,*

    advancing health. The National Academies Press.

    https://doi.org/https://www.ncbi.nlm.nih.gov/books/NBK209880/

Jones, D. (2015). California collaborative model for nursing education: Building a higher-educated nursing workforce. *Nursing Economic$*, *33*(6), 335–341.

Jones, M., Chapman, K., Lacy, D., Cannon, S., & Schnetter, V. (2020). ADN to BSN transitioning: An early decision model. *Nursing Education Perspectives*, *41*(5), E28–E30. Retrieved February 3, 2021, from https://doi.org/10.1097/01.nep.0000000000000512

Lee, C. (2021). *ADN/BSN program totals* (2019-2020) [Personal Interview].

Lent, R. W., Brown, S. D., & Hackett, G. (2000). Contextual supports and barriers to career choice: A social cognitive analysis. *Journal of Counseling Psychology*, *47*(1), 36–49. https://doi.org/10.1037/0022-0167.47.1.36

Maxwell, J. A. (2013). *Qualitative research design: An interactive approach (applied social research methods)* (3rd ed.). SAGE Publications, Inc.

McLeod, S. A. (2019, July 30). *Qualitative vs quantitative research | simply psychology*. Simply Psychology. Retrieved December 5, 2020, from https://www.simplypsychology.org/qualitative-quantitative.html

Noone, J., Wros, P., Cortez, D., Najjar, R., & Magdaleno, L. (2016). Advancing health equity through student empowerment and professional success: A statewide approach. *Journal of Nursing Education*, *55*(6), 316–322. https://doi.org/10.3928/01484834-20160516-03

Perkins, C. J. (2016). *Associate nurse admission status and baccalaureate enrollment influence: A rural Pennslyvania study* (Order No. 10134334) [Doctoral dissertation, Capella University]. ProQuest Dissertations & Theses Global. https://www-proquest-com.libdata.lib.ua.edu/dissertations-theses/associate-nurse-admission-status-baccalaureate/docview/1811444144/se-2?accountid=14472

Petree, D. H. (2020). *Factors influencing dual enrolled students to pursue postsecondary career and technical education* (Order No. 27831702) [Doctoral dissertation, Lincoln Memorial University]. ProQuest Dissertations & Theses Global. https://www-proquest-com.libdata.lib.ua.edu/dissertations-theses/factors-influencing-dual-enrolled-students-pursue/docview/2407310998/se-2?accountid=14472

Phillips, T., & Titzer Evans, J. L. (2017). RN to BSN transition. *Journal for Nurses in Professional Development*, *33*(2), 79–85. https://doi.org/10.1097/nnd.0000000000000337

Pinto, B. (2019, May 17). *Insight digital magazine*. Insight Digital Magazine. https://www.thechicagoschool.edu/insight/health-care/how-is-magnet-program-affecting-registered-nurses/

Porche, D. J. (2019). President's message—the future of nursing research: Campaign for action 2020–2030. *Research in Nursing & Health*, *42*(4), 241–243. Retrieved February 13, 2021, from https://doi.org/10.1002/nur.21969

Rognstad, M.-K. (2002). Recruitment to and motivation for nursing education and the nursing profession. *Journal of Nursing Education*, *41*(7), 321–325. https://doi.org/10.3928/0148-4834-20020701-09

Ryan, R. M., & Deci, E. L. (Eds.). (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press. https://doi.org/10.1521/978.14625/28806

Sarver, W., Cichra, N., & Kline, M. (2015). Perceived benefits, motivators, and barriers to advancing nurse education: Removing barriers to improve success. *Nursing Education Perspectives*, *36*(3), 153–156. https://doi.org/10.5480/14-1407

Tanner, C. A., Gubrud-Howe, P., & Shores, L. (2008). The Oregon consortium for nursing

education. *Policy, Politics, & Nursing Practice*, *9*(3), 203–209.

https://doi.org/10.1177/1527154408323043

Taylor, E., Gillborn, D., & Ladson-Billings, G. (2016). *Foundations of critical race theory in

education (critical educator)* (2nd ed.). Routledge.

The National Academies of Science, Engineering, and Medicine. (2021). *The future of nursing

2020-2030*. Retrieved February 13, 2021, from https://www.nationalacademies.org/our-

work/the-future-of-nursing-2020-2030

Welch, A. W. (2018). *The relationship between dual enrollment (DE) and technical college

enrollment, retention, and site of instruction* (Order No. 10748120) [Doctoral

dissertation, The University of Alabama]. ProQuest Dissertations & Theses Global.

https://www-proquest-com.libdata.lib.ua.edu/dissertations-theses/relationship-between-

dual-enrollment-de-technical/docview/2055781331/se-2?accountid=14472

Winters, C. M. (2008). *Pursuing a degree completion program in nursing: A grounded theory

study* (3348847) [Doctoral dissertation, The University of Wisconsin, Madison].

ProQuest Dissertations & Theses Global. https://search-proquest-

com.libdata.lib.ua.edu/dissertations-theses/pursuing-degree-completion-program-

nursing/docview/304449450/se-2?accountid=14472

Appendix

Interview Guide: Factors that Inhibit ADN/BSN Concurrent Enrollment

Date of Interview:

Time of Interview:

Location of Interview:

Interviewer prompt: I would like to thank you for participating in this research study. For the data collection process, you will be interviewed in a focus group setting. I will use a series of questions related to the decision-making process regarding your decision to not participate in a BSN dual enrollment option during your ADN pathway of study. As stated in the consent form, your comments will remain confidential, and your identity will not be linked to any of the published data. Throughout the interview, please feel free to request to take a break or ask any questions. You can expect the interview to last approximately 30-60 minutes. The maximum allotted time for the interview will be 90 minutes. A follow-up or second interview may be requested based on initial evaluation of the data. If a second interview is necessary, you will be given 6 weeks advance notice.

Did you read and understand the informed consent?
If no, please speak with the interviewer.

Demographic Information (will be collected individually via online survey prior to interview.
Age:
Gender Identity:
Marital Status:
Race/Ethnicity:
Highest Level of Education:
First Generation College Student:
Military/Vet:
Age when you started the nursing program:

Interview Questions: (with follow-up questions as necessary)
1. What motivated you to become a nurse?
2. What influenced you to choose ADN level of education for the profession?
3. When did you learn about the ADN/BSN collaborative option?
   a. Describe the information you received regarding the dual-enrollment option.
4. Describe your interaction or communication with faculty, counselors, or director regarding the dual-enrollment option.
5. What factors led to your decision to not enroll in a BSN collaborative while in the ADN program?