

Please see attached document of my Dissertation progress which I worked on over sabbatical.

In May 2023, I successfully defended the proposal, and I am in the data gathering stage.

This document has "mark-ups" on areas for clarification/improvement suggested by my Dissertation Committee which I am still in the process of completing.

Thank you,

Keep it safe and Take Care of Others!

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**WHAT INHIBITS ADN/BSN CONCURRENT ENROLLMENT IN NURSING
EDUCATION? A COMPREHENSIVE RESEARCH STUDY TO A PROBLEM IN
NURSING EDUCATION**

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Abstract

In 2010, the Institute of Medicine (IOM) published a comprehensive report which examined the nursing workforce and quality outcomes of patient care. A national goal developed from that report was Recommendation #4, 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). In response to that report, BSN programs collaborated with Associate Degree Nursing (ADN) programs to offer various modalities of study for BSN completion. One of these modalities is a concurrent or dual BSN enrollment during the ADN pre-licensure program. At a pre-licensure ADN program, a recent decrease in ADN/BSN collaborative enrollment has led to a loss of a clinical site, producing a threat to meeting the ADN program's student learning outcomes, in addition to minimal contribution to meeting the IOM Recommendation #4. The purpose of this qualitative, descriptive, retrospective study is to explore the perceived barriers that inhibited the graduates of the ADN program from enrolling in a BSN collaborative during their ADN course of study. Data will be collected through semi-structured, conversational, focus-group interviews. By identifying the perceived barriers that inhibit ADN/BSN collaborative enrollment, the researcher can integrate concepts from practical action research narrative to formulate an action plan to meet the goals of 1) increasing the ADN/BSN collaborative enrollment, 2) re-establishing the lost specialty clinical site, and 3) contributing to the outcome of IOM recommendation of 80% of registered nurses possessing a BSN.

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

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WHAT INHIBITS ADN/BSN CONCURRENT ENROLLMENT IN NURSING EDUCATION? A COMPREHENSIVE RESEARCH STUDY TO A PROBLEM IN NURSING EDUCATION

Operational Definitions

The terms and language utilized in this study is unique to nursing education pedagogy and the environment be examined. For the reader to understand the distinct components of the study, the terms and language require defining as follows:

- *Associate degree in nursing (ADN)*

An associate degree in nursing is obtained through completion of a pre-licensure registered nursing program often administered through a community college (Androus, 2022). Private educational institutions can also offer the degree. The degree requirements follow the state board of nursing requirements for licensure with additional certifications through national accrediting entities.

- *Bachelor degree in nursing (BSN)*

A bachelor or baccalaureate nurse degree is obtained through completion of a pre-licensure registered nursing program administered through a public or private university. A BSN can also be obtained post ADN through an RN to BSN bridge program. A BSN degree can add more flexibility in career advancement for the registered nurse (Androus, 2022).

- *Institute of Medicine (IOM)*

Now known as the National Academy of Medicine (NAM), the IOM is a nonprofit, non-governmental organization that provides objective, evidence-based information and data in science, technology, and health related matters to achieve positive public health related outcomes. (NAM, 2022).

- *Magnet status hospital*

Magnet status is a recognition program administered through the American Nurses Credentialing Center (ANCC) where nursing leaders within the organization align their nursing strategic goals to improve the organization's patient outcomes. One of the requirements for magnet recognition is that 100% of nurse leaders must possess a baccalaureate or graduate in nursing degree (ANCC, 2022). Magnet status organizations encourage higher education and support nurses who chose to advance their nursing degree.

- *Dual enrollment/concurrent enrollment*

A pre-licensure nursing program option whereas nursing students enrolled in an Associate degree nursing program through a community college can dual/co-enroll in a university BSN program with a pre-approved articulation agreement. Dual or concurrent BSN programs allow the ADN student to complete BSN courses simultaneously or during breaks of study in the ADN program (NEPIN, 2022).

- *Southern California Community College (SCCC)*

Southern California Community College is a post-secondary educational institution which is part of the California Community Colleges system. The California Community Colleges is the largest system of higher education in the country. The mission of the California Community College is "to provide students with the knowledge and background necessary to compete in today's economy" (CCCCO, 2022).

- *Clinical Site/Clinical Placement*

A health care setting or institution which nursing students obtain practical experience under the supervision of nursing faculty to meet learning objectives.

Chapter One-Introduction

He sat in my office after failing an exam, tears in his eyes, a rail thin young white man, in his early 20s; arms and legs covered with tattoos. Over and over, he stated how he cannot fail, this means the world to him, this is his way to help those who saved him. Without any interrogation, this young man explained the horrific abuse, poverty, and homelessness he endured as a child, teenager, and current young adult as his motivation to complete his goal; to become a registered nurse. He stated awareness that his future professional goals would be dependent on completion of a BSN, but was petrified that the demands of enrolling in a concurrent ADN/BSN program would be too overwhelming with the current requisites he was encountering in the ADN program. Additionally, he stated he must work to keep a roof over his head. On this day I listened, and provided encouragement, to support his intrinsic motivation.

The scars on his scalp told the story. A young Hispanic man shared with me how he turned the nightly shootings and robberies in his neighborhood into motivation. Motivation to provide for his parents, and prove to the “boys in the hood” that a different path can be created. In this young man, I saw leadership potential, and encouraged him to enroll in the ADN/BSN concurrent enrollment pathway. This young man shared that his motivation for becoming a registered nurse was to be a provider to his parents and family in Mexico. He stated he did not see the value of a BSN compared to the time, effort, and anxiety associated with the additional concurrent enrollment workload.

A tragic health event took the life of her sister. She was now the immediate guardian to her niece. A black woman, who was the president of her nursing class, was now an instant, single mother during the last semester of nursing school. She already completed a previous non-nursing bachelor’s degree, and knew her employment potential would be substantial if she was in the

process of completion of her BSN. With only one semester to finish her ADN, she immediately enrolled in a concurrent ADN/BSN collaborative.

She was twenty years old. Full of enthusiasm and a desire to be self-sufficient, aspiring to provide for the “future” family she has on her “goal sheet”. With an end goal of one day becoming a nursing professor, she enrolled in a “flagship” concurrent ADN/BSN program at the community college. Within 18 months of completion of her RN, she successfully graduated with her BSN and within two years, finished her master’s of science in nursing (MSN) at the same state university from which she completed her BSN. This young, white lady demonstrated intrinsic and extrinsic motivation to meet her personal and professional goals. Within six months of her MSN graduation, this young lady is now an adjunct professor at the very same community college nursing program she graduated in which she participated in the first inaugural ADN/BSN concurrent cohort.

Studies revealed that individuals chose nursing education/profession based on intrinsic and extrinsic motivational factors. The intrinsic factors include the desire to help others, interest in science, life-long goals/dreams, self-esteem, fulfillment, and adaptability. Extrinsic factors include financial stability, family influence, and/or social status (Rognstad, 2002). Capitalizing on motivation factors, Jones et al., stated that early declaration of intent for BSN transitioning, whether through a concurrent enrollment or a seamless RN-BSN articulation, supports academic completion/success. Driving forces behind the early decision module is connecting students with support for goal attainment (Jones et al., 2020).

The motivational factors may shift depending on external forces. These factors could be personal in nature (family or health) or economic (solvency or industry standards). In 2011, an initiative published by the Institute of Medicine (IOM) focused on transforming the future of

nursing as it relates to the components of the Affordable Care Act. Components of the IOM initiative, mirroring the tenants of the Affordable Care Act include patient safety, accessibility, and positive healthcare outcomes. The basis of this report stated that safety and quality outcomes of patients were significantly higher under the hands of a bachelor prepared nurse (IOM, Summary, 2011). Therefore, the IOM established Recommendation #4 to increase the number of nurses with a baccalaureate degree to 80 percent by 2020 (IOM, Summary, 2011). As a result, hospitals shifted their preferred hiring to BSN candidates, decreasing the ADN nurses' employment potential (Auerbach et al., 2015).

As part of the safety initiative per the IOM, the American Nurses Credentialing Center (ANCC) created a special accreditation magnet status for those hospitals that employ 80 percent of the nursing workforce with a bachelor's degree in nursing or higher (Pinto, 2019). To obtain the coveted magnet status and meet the IOM #4 recommendation, most health care facilities began efforts to transition to an 80% or more employment of BSN nursing staff. The new hiring practice created a direct impact in the extrinsic motivational factors for ADN nursing students and graduates 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). The swift increase in BSN programs produced challenges for both the new BSN programs and the existing ADN programs. One distinct challenge the new BSN programs faced was finding Board of Nursing approved clinical sites for their nursing students in an already saturated nursing student clinical market. Off the record discussions with the nursing directors at clinical healthcare facilities stated that they viewed clinical partnerships as a gateway to nurse employment within their facilities. Additionally, these facilities were working toward obtaining ANCC magnet status as a way to recruit BSN nurses

and to push the pendulum of the IOM #4 recommendation. As a result, ADN programs in Southern California began to lose clinical site access within their long-established clinical partnerships.

In 2019, a local children's magnet awarded hospital placed a barrier on local SCCC ADN programs, allowing only ADN students who were concurrently enrolled in a BSN collaborative the opportunity for clinical placement at the said facility. Local SCCC ADN programs relied on this valuable clinical specialty site to meet the student learning outcomes of their program. Facing the clinical site challenges and the need to support the directed IOM initiatives, California ADN programs coordinated efforts with BSN programs which led to the development of concurrent enrollment/dual enrollment ADN/BSN programs (Close & Orlowski, 2015). Before the 2011 IOM report, California nursing programs did not offer any collaborative/dual enrollment ADN/BSN opportunities (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).

In 2015, researchers Close and Orlowski, identified that only "7% of the currently enrolled ADN student population in California is 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 viewpoints or barriers regarding reasons students did not enroll in a concurrent ADN/BSN program.

Purpose of the Study

The purpose of this qualitative, descriptive study is to explore the perceived barriers that inhibited prior, graduated ADN nursing students from enrolling in an offered BSN collaborative during their course of study in a Southern California Community College ADN program.

Significance of the Study

Investigating the reported perceived barriers former ADN graduates reported associated with the decision-making process to not participate in a BSN dual-enrollment program during the ADN course of study, will allow the ADN program to understand the phenomenon in order to facilitate future support services (integrated practical action research concepts) and hence forth increasing ADN/BSN concurrent enrollment. Increased concurrent ADN/BSN enrollment will expand BSN graduates in the workforce, directly 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). In addition, meeting the SCCC's ADN/BSN enrollment threshold will allow for reinstatement of the program's clinical privileges at the pediatric specialty facility thus supporting the program's student learning outcomes. Reinstatement of the SCCC's specialty clinical privileges will allow for a return to program enrollment capacity.

Statement of the Problem

Between the years 2019-2021, there was a 50% decline in concurrent BSN enrollment within a Southern California Community College ADN program (Lee, 2021). As a result of the enrollment decline in the ADN/BSN concurrent program option, the pre-licensure ADN program failed to secure the minimum capacity of concurrent ADN/BSN students to maximize a clinical lab component at the pediatric, magnet status, clinical facility. As a result, the Southern California Community College ADN program had to obtain alternate clinical placement sites for

more than half of the nursing students, placing a burden on subsequent alternate clinical sites and program administration. The loss created a program and profession-wide impact, including; 1) decreased admission capacity (by 25%) due to limited clinical sites, 2) barriers in meeting student/program outcomes in specialty areas (pediatrics), 3) loss of specialty faculty (pediatrics), and 4) overall decrease in nursing graduates entering the workforce (Lee, 2021).

Research Questions

The goal of the study is to understand why prior ADN students did not enroll in an offered ADN/BSN collaborative during their pre-licensure course of study. The literature did not present any data on why ADN students do not enroll in an ADN/BSN collaborative. Extensive literature review and listening to former students' shared experiences in an ADN/BSN collaborative led to the development of key research questions. Two theoretical models will be used as a foundation for interconnectedness in the data gathered and analyzed; 1) Self-Determination Theory (SDT) of human motivation developed by psychologist's Ryan and Deci, and 2) Social Cognitive Career Theory (SCCT) of career involvement developed by psychologist's Lent, Brown, and Hackett.

The following research questions will frame the collection and analysis of content in the study:

Table 1*Research Questions*

Research Questions	Data to Collect	Analysis	Theoretical Correlation
1. How do prior ADN graduates perceive the pursuit of an ADN/BSN collaborative program related to their professional goals?	Questions 1, 2, 3, 5, 6, and 7 (Appendix E)	Qualitative (Self-efficacy, outcome expectation, personal goal, motivation)	Social Cognitive Career Theory (SCCT), (Brown & Lent, 2019, p. 565) Self-Determination Theory (SDT), (Grabowski et al., 2021)
2. What perceived barriers did prior ADN graduates report as factors to forgo concurrent enrollment in an ADN/BSN collaborative?	Question 4 (Appendix E)	Qualitative (Motivation)	Self-Determination Theory (SDT), (Messineo et al., 2019, p. 2)

Constructs within the Social Cognitive Career Theory identify contextual factors, such as socio-economic status, cultural background, and family support, are influential in an individual's career/educational pathway (Brown & Lent, 2017, p. 174), (Allan et al., 2016, p.1). A supplemental socioeconomic questionnaire (Appendix D) will be given to each study participant to identify if the perceived barriers identified from the analysis of the two research questions are correlational to contextual factors within the SCCT.

Type of Study

A qualitative, descriptive study integrated with concepts from a practical action research approach will be utilized to gain a deeper understanding of why ADN graduates did not participate in a BSN collaborative during the ADN course of study. This study will be explained in detail in the methodology section of this paper.

Assumptions

This study is guided by the philosophical framework of interpretivism. The origin of interpretivism is dated back to ancient Greek and Roman philosophies. Utilizing these

philosophies, German philosopher Immanuel Kant identified idealism versus realism in such as an idealist world is the mindful interpretation through social phenomenon. The social scientist will interpret a social phenomenon, a group's actions or intentions (Glesne, 2011). This study will focus on understanding human experiences and choices contextually specific to a point in time and social phenomenon/construct. The social phenomenon or construct is limited to specific cohorts from specific time periods.

The ontological assumption of using an interpretivist approach is that interpretivism is relativism. Relativism views reality as subjective in nature and differs individually. An individual's reality is constructed based on senses or realities of a person at a specific period of time within their independent world. The subjective basis of the phenomena within an interdependent world is the epistemological assumption of interpretivism (Scotland, 2012). Utilizing these assumptions, I understand that participants may construct meanings of their reported experiences, barriers, or feelings in diverse ways. Ethnographic data will be collected within a culturally historical group (cohort-specific data collection) to evaluate direct experiences, and derive hidden meaning from reported experiences (Scotland, 2012).

The goal of this study is to describe and interpret the perspectives of the research participants, looking for patterns in the analysis of the data without interpreting the data into numbers or fitting into a perceived hypothesis. The assumption will include that the research participants will have a sincere interest in this research study. There is an assumption that the instrument used to guide the research questions will elicit reliable responses and perceptions of experiences. As the researcher, when interviewing, obtaining information and categorizing and analyzing data, I will employ reflexivity to guide self-behavior, word constructs, and non-verbal

actions. I will keep a journal/field notes to allow for documentation of details to reveal all interactions, regressions, or plausible assumptions or conclusions during the study.

Limitations

A qualitative research study has several limitations. First, the subjective nature of the study does not lead to scientific reliability or validity. Second, the creditability of outcomes requires valid and reliable data. Third, a well-designed qualitative study requires time and money. Researchers are looking to obtain outcomes swiftly to make changes or implement new programs. Since qualitative studies are subject or site specific, an additional limitation includes replication difficulties due to the researcher's intricate role within the data gathering, analysis, and interpretation of the data (McLeod, 2019).

I will be exploring the barriers prior ADN nursing students report as influential to their decision to not enroll in a BSN collaborative during their ADN course of study. Over the past five years at the institution of investigation, the program has offered a BSN course of study collaborative option. During this time, I have held conversations with students participating and not participating in the dual ADN/BSN collaborative program regarding their individual views and opinions that influenced the decision to enroll or not enroll in a collaborative BSN program.

This study is limited to one ADN program within a Southern California Community College District. I will analyze data from up to eight graduated cohorts within a 4-year admission period. This time frame will draw from all students during the ADN program of study which the option of dual or concurrent enrollment was available. I will attempt to gather up to 2 participants per cohort for a minimum of 8 participants and a maximum of 16 participants. I will group two cohorts together based on academic year of graduation. For example, Fall 2017 Cohort 1 and Spring 2018 Cohort 2 will be grouped as academic year 2017-2018 Focus Group 1.

Another limitation includes the effect of the pandemic within the assessed time frame (which will only be hypothesized). Categorical assumptions of reasons to not enroll during the pandemic may be due to economic, academic, or psychosocial burdens. Since the focus groups will be based on academic years, the effect of the pandemic may be reported from half of the participants in Focus group 3 (2019-2020) and all participants in Focus group 4 (2020-2021).

The selection of the subjects will exclude any graduates who participated in an ADN/BSN collaborative during the above identified time. Participants with a bachelor's degree from another field will be excluded from the study as they may have different intrinsic motivation and opportunities for educational advancement following completion of an ADN program as their non-bachelor degree counterparts. After analysis of data, I plan to gain approval for an extended, real-time study to broaden the research to include all students enrolled in a California Community College system ADN program which also offers BSN concurrent (dual) enrollment who are not dually enrolled.

Delimitation's

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 dual/concurrent enrollment in a BSN program. This study will be delimited to the identification of these barriers to enable ADN program directors and student counselors, in conjunction with the admission and administrative personnel at the BSN programs, to coordinate efforts to offer support services for dual/concurrent enrollment. In return, ADN programs will have the ability to market their program's statistical and socio-economic data for BSN

dual/concurrent enrollment with published support services to potential applicants seeking or entering the program. 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).

Conclusion

In response to IOM Recommendation 4 of 80% of nurses to have their BSN by 2020, pre-licensure nursing programs have explored numerous opportunities for ADN to BSN advancement. One opportunity was to offer ADN pre-licensure students the option for concurrent enrollment in a BSN program during their ADN course of study. Research has shown that ADN pre-licensure students who are concurrently enrolled in a BSN program 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). Beginning in 2017, a Southern California Community College pre-licensure ADN program collaborated with various state universities and began to offer the ADN pre-licensure students BSN dual-enrollment options. The collaboration was also driven by the SCCC ADN program's need to maintain specialty clinical sites to meet program outcomes, specifically in pediatrics. The enrollment in the BSN collaborative has not been as successful as the SCCC predicted (15-25% of ADN students was the "soft" goal). This study will explore the phenomena of perceived barriers reported by prior ADN students from a specific SCCC ADN pre-licensure program who did not enroll in a BSN collaborative during their ADN course of study. The outcomes of this research will be used as a basis to explore the need to integrate support services to promote ADN/BSN concurrent enrollment at the SCCC ADN pre-licensure program thereby increasing enrollment contributing to the IOM Recommendation #4 of increasing the number of nurses with BSN to 80%.

Chapter Two-Review of the Literature

An extensive literature search was completed in science, health care, and education-related databases, such as ProQuest, CINAHL, EBSCOHost, Google Scholar, and PubMed, utilizing the following keywords and phrases: co-enrollment, dual enrollment, ADN with BSN collaborations, ADN/BSN co-enrollment or dual enrollment, number of California Community College ADN with co/dual enrollment, barriers to BSN, and barriers to ADN. The literature search also contained topics regarding the learning theories used to support the study, including Deci and Ryan's Self-Determination Theory of Human Motivation, and Lent, Brown, and Hackett's Social Cognitive Career Theory.

Substantial research studies identified and described access barriers to post-secondary education and inclusion and equity roadblocks among minority and impoverished nursing students (Gardner, 2005, Ackerman-Barger & Hummel, 2015, Taylor et al., 2016). In addition, the literature review also identified contextual barriers ADN nurses report for lack of educational advancement after licensure (Hegland et al., 2017). These barriers include a lack of personal and financial value, time constraints, lack of program knowledge, and inadequate professional advisement. In opposition to the identified phenomena, a few merit studies described the success of ADN/BSN collaborative programs (Close and Orłowski, 2015, Hegland et al., 2017). After analyzing the literature, three significant themes were identified and will be discussed with supportive data that add relevance to this study.

Theme One: Failure to Meet IOM Recommendation #4: 80% BSN Nurses by 2020; Sub Theme Barrier Reduction

In 2011, the Institute of Medicine (IOM) in conjunction with the Robert Wood Johnson Foundation, published an interpretation of a two-year initiative. The initiative focused on

transforming the future of nursing as related to the components of the Affordable Care Act: safety, accessibility, and positive healthcare outcomes. In the publication, the two entities examined “the capacity of the nursing workforce to meet the demands of a reformed health care and public health system” (IOM, 2011, Summary section).

Exhaustive efforts from the two organizations collected and analyzed data ranging from workforce data to the role nurses play delivering and improving health care (IOM, 2011, Summary). From that data, four key messages and eight recommendations for improving patient safety and meeting the public’s health care needs were published. As a result, health care facilities and nursing programs across the nation immediately implemented strategic plans to meet the IOM’s recommendations. “Academic leaders partnered with education accrediting bodies, funders, and employers to ensure [program] solvency, monitor progress, and increase the diversity of students to create a workforce prepared to meet the demands of diverse populations across the lifespan” (IOM, 2011, Summary section). As a response to meet the IOM goal of recommendation #4 that 80% of registered nurses possess a BSN by 2020 (IOM, 2011, Summary section), associate degree schools of nursing collaborated with bachelor programs to either seamlessly or concurrently educate nursing students with the goal of obtaining a bachelor degree in nursing within 6 to 12 months following ADN pre-licensure completion (Heglund et al., 2017).

Ten years following the IOM report, a follow-up consensus study conducted by the National Academy of Medicine reviewed the outcomes from the IOM’s original recommendations (NASEM, 2021). Data from this study identified that over the past ten years, the number of nurses with bachelor’s degrees in the workforce increased from 49% to approximately 60% (IOM, 2011), falling short of the 80% benchmark. Based on preliminary

reports of the study, the National Academy of Medicine drew up a vision for the nursing profession to use as a guide for the next decade (NASEM, 2021). According to the National Academy of Medicine, the committee will examine the outcomes of the IOM and the current state of science, economics, and technology, to make professional recommendations to meet the anticipated health and social care demands in years 2020 to 2030 (NASEM, 2021). The NASEM published that the committee will consider nine determinants of outcomes when developing recommendations for the future decade of nursing and nursing education in the United States (2021). Completion of this study will support the following determinant;

- Systematic facilitators and barrier reduction to achieving a workforce that is diverse, including gender, race, and ethnicity, across all levels of nursing education (NASEM, 2021).

The current published literature is void of studies examining systematic facilitators and the perceived barriers in nursing education advancement. As stated in Chapter 1, constructs within the Social Cognitive Career Theory identify contextual factors such as socio-economic status, cultural background, and family support as influential in an individual's career/educational pathway (Brown & Lent, 2017, p. 174), (Allan et al., 2016, p.1). This study will provide a snapshot of information regarding possible explained barriers to meeting the IOM #4 recommendation of 80% of registered nurses possess a BSN by 2020.

Theme Two: Motivation and Professional Values Related to Pursuing BSN

A 2016 dissertation by Perkins utilized a quantitative, non-experimental comparative study to investigate if BSN students (traditional and RN-BSN) differed in their motivation or the intent to enroll in a BSN program with the defined variables being the level of influence from faculty/advisor and time of enrollment. Although this study did not find statistically significant

differences between the variables studied, Perkins (2016) did recommend that to improve the percentage of completion for ADN to BSN academic progression, ADN programs should utilize a flexible partnership with online BSN programs to offer concurrent courses or courses during the summer.

In 2020, Jones et al. published a positionality statement regarding how the ADN students' motivational factors are significant to capturing ADN student's intent to enroll in BSN course work. Jones et al. stated that early declaration of intent for BSN transitioning, whether through concurrent enrollment or a seamless RN-BSN articulation, supports academic completion/success (2020). The driving force behind capitalizing on the early decision module is connecting students with support (Jones et al., 2020).

A dissertation by Winters in 2008 utilized a grounded theory study to examine experiences that ADN graduates reported that contributed to their decision to pursue a BSN. This qualitative study utilized a semi-structured interview approach to determine the participants' lived experiences related to the phenomenology of the decision-making process to pursue a BSN. This exhaustive study triangulated multiple themes and discourses for BSN advancement. For example, one quote reported by Winter stated nurses "think about how nursing education could fit into their life rather than fit their life into nursing education" (2008, p. 140).

Utilizing a structural equation model, quantitative study, Hidle's 2011 dissertation explored motivational and professional values as the intent for ADN nurses to continue their post-licensure educational pathway. The conclusions from this study reported that although intrinsic motivational factors are high, that does not necessarily affect the professional value of intent when there is an absence of extrinsic needs to complete a goal, such as a financial incentive or change in professional standards of practice (BSN as a minimal RN). Hidle's (2011)

dissertation was supported by Deci and Ryan's Self-Determination Theory which will be utilized as the theoretical framework in this proposed study.

Theme Three: ADN/BSN Collaboration Outcomes

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:

- Designation of a program director
- Coordinated student advising
- Shared faculty
- 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.

In a thirteen-year retrospective study, Heglund et al., (2017) analyzed multiple outcomes and experiences of a concurrent ADN/BSN program at the University of Central Florida College (UCF). Recognizing a problem with ADN to BSN articulation due to matriculation barriers that limited enrollment capacity of the UCF RN-BSN students, and well ahead of the IOM publication, UCF identified a need to partner with a local community college to create a concurrent ADN/BSN program (Heglund et al., 2017). Within five years, UCF expanded the ADN/BSN concurrent enrollment opportunity to a second community college (Heglund et al., 2017). Data from the UCF ADN/BSN concurrent enrollment program indicated nearly identical NCLEX pass rates between the community colleges and the traditional BSN program at USF (Heglund et al., 2017, Table 4).

Themes One through Three Summary

The literature review identified various academic barriers associated within the higher educational system, however not specifically related to the identified problem. Studies revealed that personal motivation has a significant impact on higher educational success. The literature was used as a guide to explain the phenomenon behind failure to meet IOM Recommendation #4 goal of 80% BSN nurses by 2020. Additionally, key components and operational strategies that supported success in a concurrent (dual) enrollment ADN/BSN program have been studied. There is unfounded research exploring reasons pre-licensure ADN students decline to concurrently enroll in an ADN/BSN collaborative. Several contingent barriers to the ADN/BSN concurrent enrollment option would be matriculation of pre-requisites and state specific limitations.

Theoretical Framework

Psychologists Ryan and Deci's Self-Determination Theory (SDT) of human motivation, and the Social Cognitive Career Theory (SCCT) by Lent, Brown, and Hackett, will be used to guide the research design and data analysis. SDT identifies that human motivation is drawn upon by the need for autonomy, competence, and relatedness (Ryan & Deci, 2017). Ryan and Deci identify motivation through intrinsic and extrinsic values. Several researchers have explored why individuals seek to become nurses, with the most common responses including intrinsic factors (Hidle, 2011). If intrinsic factors are the basis for support of self-determination theory, do socio-economic variables affect motivation?

Social Cognitive Career Theory (SCCT) model is based on Albert Bandura's social cognitive theory of influential cognitive and motivational processes. Developed by researchers Lent, Brown, & Hackett in 1994, SCCT extends into three linked variables: self-efficacy, outcome expectations, and personal goals (2000). The SCCT model has been shown to play a pivotal role in educational and vocational interest development, choice determination, and performance attainment. SCCT considers socio-economic determinants of culture, social context, and life goals when deciding how career interests are formulated (Cherry-Montgomery, 2015). The socio-economic/demographic data of graduates of an ADN/BSN collaborative in the defined setting will be compared to those who did not participate in an ADN/BSN collaborative.

Gap of Literature

The research indicated a gap in understanding the reasons for low ADN/BSN collaborative enrollment. By conducting this study, we can determine what barriers contribute to this phenomenon. 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 perceived barriers, including intrinsic and extrinsic motivators, inhibited concurrent ADN/BSN enrollment in a Southern California community college school of nursing, and determine if any of the themes reflect socio-economic factors, such as age, race/culture, or economic status. Self-Determination Theory, and Social Cognitive Career Theory will be used to support the theoretical foundation within this study.

Conclusion/Value of Inquiry

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. Identification of these barriers will enable ADN program directors and student counselors, in conjunction with the admission and administrative personnel at the BSN programs, to coordinate efforts to offer support services for dual enrollment. In return, ADN programs 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. 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).

Chapter Three-Methodology

There is unfounded research exploring reasons pre-licensure ADN students decline to concurrently enroll in a BSN collaborative. Some of 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, descriptive study integrated with concepts from a practical action research approach guided by SDT and SCCT to gain a deeper understanding of the perceived barriers that inhibited nursing students from enrolling in a BSN collaborative during their ADN course of study in a Southern California Community College ADN program.

Over the past five years at the institution of investigation, the program has offered a dual/co-enrollment BSN collaborative option. During this time, the researcher has dialogued with students and graduates who participated and those who did not participate in the dual/co-enrollment collaborative program. Students have shared views and opinions regarding factors that influenced their decisions to enroll or not enroll in a dual/co-enrollment collaborative BSN program. Categorical assumptions of reasons to not enroll may be due to economic, academic, or psychosocial burdens.

Extensive literature identified barriers associated with pursuing higher education, however not specifically related to the identified problem. Studies revealed that motivation has a significant impact on pursuing higher educational and successful completion. Utilizing the motivational theories of Self-Determination by psychologists Ryan and Deci and the Social

Cognitive Career Theory by Lent, Brown, & Hackett as described in the review of literature, will provide guidance to the data collection process. This chapter will review the identified research questions, provide a setting for the research, identify how participants will be selected, the type of sampling approach, a complete description of the method selection process, the design of the research, the data collection process, how data will be analyzed, the timeline of the study, the researcher positionality, and discuss ethical considerations.

Method Selection

I will be exploring the barriers ADN nursing students report as influential to their decision to not enroll in a BSN collaborative utilizing a qualitative, descriptive study integrated with concepts from a practical action research approach guided by SDT and SCCT. Qualitative research is used to understand how an “individual subjectively perceives and gives meaning to their social reality” (McLeod, 2019, Qualitative Research section), or the defined experience of a phenomenon. 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 interpret “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).

There are five traditional qualitative research methodologies: grounded theory, ethnography, phenomenology, narrative inquiry, and case study. The data obtained in a qualitative study is analyzed for themes, context, discourse, and phenomena. A strength of the outcome of a qualitative research design includes an up-close and personal view of the subtleties and complexities of the inquiry. 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 (McLeod, 2019).

A qualitative research study has several limitations. First, the subjective nature of the study does not lend to scientific reliability or validity. Second, the creditability of outcomes requires valid and reliable data. Third, a well-designed qualitative study requires time and money. Generally, researchers are looking to obtain outcomes swiftly to make changes or implement new programs. Since qualitative studies are subject or site specific, an additional limitation includes replication difficulties due to the researcher's intricate role within the data gathering, analysis, and interpretation of the data (McLeod, 2019).

The type of qualitative methodology focus for this study is interpretive phenomenology. Phenomenological research uses open-ended, broad questions to address phenomena that are unable to be quantified. Phenomenological analysis yields findings based on participants' lived experiences such as feelings, perceptions, values, perspectives, and beliefs, providing a way to give meaning to the phenomena (hermeneutics). Phenomenological research is often seen in social and health science fieldwork (Creswell & Poth, 2018). 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.

The focus of an action research study is to utilize quantitative, qualitative, or a mixed methodology to explore a specific or practical problem or phenomenon by gathering data in a systematic approach. An action research study aims to explore a problem with the intent to develop a solution. There are two types of action research designs, practical and participatory (Creswell, 2019, Ch. 17). Utilizing concepts within the practical action research design methodology will provide specific substance to creating solutions to this problem.

Commented [JM1]: Need to change this to descriptive study

This study will examine past individual experiences from participants in specific nursing graduate cohorts and interpret their feelings described through semi-structured, conversational, focus-group interviews. The interpretive, 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). The descriptors of motivation through SDT and the influential cognitive motivators described through SCCT will be used as a focus to understand the intersubjective and micro-psychological themes of answers to the interview questions. Finally, I will examine if participants report an element of socio-economic disparity or barrier as a reason for declining participation in an ADN/BSN dual enrollment option.

Research Questions

This study will employ a qualitative, focus-group design using a descriptive approach to gain an understanding of why ADN graduates did not participate in a BSN dual/co-enrollment collaborative during the ADN course of study. The following research questions will frame the collection and analysis of content in the study:

1. How do prior ADN graduates perceive the pursuit ~~value~~ of an ADN/BSN collaborative program related to their professional goals?
2. What perceived barriers did prior ADN graduates report as factors to forgo concurrent enrollment in an ADN/BSN collaborative?

Setting of the Research

The institution to be utilized for this study is a public community college located in a suburban Southern California community. Established in 1963, the mid-size college has been consistently ranked as one of the top ten community colleges in the nation for transferability and success rate, (Alder, 2021). Recently, the institution was awarded 4th in the nation for the prestigious Aspen Prize winner for Community College Excellence (Aspen Institute, 2023).

The said institution has been designated as a Hispanic-serving institution with a 2021 population of 40% Hispanic/Latino students in accordance with the regulations set forth by the U.S. Department of Education (National Center for Educational Statistics [NCES], 2021, Enrollment section). The institution's two-year nursing program is approved by state and national accrediting bodies and was recently awarded the 6th best pre-licensure nursing school in the state (Registered Nursing.org, 2023) and ranked 16th in the nation for ADN programs (RN Careers, 2023). Due to full time equivalent and clinical opportunity constraints, the program is small and admits between 33–43 students twice every academic year (fall and spring semesters). The student population distribution in the nursing program aligns with the demographics of the community and college system (Moorpark College Associate Degree Nursing & , 2021).

ADD THE DEMOGRAPHIC SLIDE/DATA HERE

A neutral environment that is not associated with health care or education will be utilized to conduct the interviews. An online video interview platform, such as Zoom, will be utilized. Included in the consent, the interviewee will incorporate a distraction-free and quiet environment for the online interview session.

Participant Selection

For this study, I will recruit from ADN graduates from seven or eight cohorts at a Southern California ADN program between December 2017 through May 2021. Contact for recruitment of the participants will come from a graduate email list provided by the program for the identified cohorts. I have included the email announcement that will be sent for recruitment (Appendix A). I will also post an announcement (Appendix B) on alumni social media pages (Facebook/Instagram/Twitter), in addition to spreading the word in the community to recruit participants.

Any graduates who participated in an ADN/BSN collaborative during the above identified time period will be excluded. I will also exclude any participants with a bachelor or graduate degree from another field as they may have different intrinsic motivation as they have additional opportunities for educational advancement following completion of an ADN program as compared to their non-bachelor's degree counterparts.

Participation is voluntary. After individuals meet inclusion criteria, they will be assigned a unique alias identifier which will be used to log their demographic data and responses to the interview questions.

Sampling Approach

The data collection will comprise a critical, homogenous, purposeful sampling of seven to eight focus groupings of ADN graduates from a Southern California, community college associate degree nursing program during the years 2017-2021. Purposeful sampling is used in qualitative methodology as a way to understand a phenomenon (Creswell, 2019). Homogenous sampling is necessary as the selected participants will come from a trait-specific cohort and with defined characteristics (did not enroll in an ADN/BSN collaborative). Participants will be

grouped together from the same graduating cohort. Each focus group will contain ~~2-5~~ 5-8 participants per group for a total of ~~3516-4056~~. According to Creswell, 5-8 participants for each sampling are recommended for a phenomenological type of study (2017). The benefit of a ~~purposeful sampling~~retrospective, homogenous study is to look at past personal experiences from participants in a specific group to gain a deeper understanding of specific phenomena associated with that group. This form of sampling methodology is considered critical sampling as the participants are representative of a research site with a central phenomenon (Creswell, 2018).

Commented [JM2]: Need to fix this to focus group type of study reference/data

Research Design

I will utilize a focus group interview format with nine structured open-ended questions, and one closed ended question (Appendix E). Open-ended questions will allow for open dialogue responses to evolve as indicated. Utilizing the structured questions 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 participants in each focus group 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 such as barrier identification, Glesne, 2010, Chapter 4. A well-constructed focus group can give utility for formative and summative evaluation of a program or group of individuals with similar interests (Basch, 1987). The reason each focus group will consist of participants from the same graduating cohort, is that each cohort had different BSN co-enrollment opportunities. ADD MORE INFORMATION REGARDING THE REASON FOR USING

FOCUS GROUPS

Data Collection

All interviews will be conducted utilizing a video conferencing platform such as Zoom. All interviews will be video and audio recorded to capture nuances and analyze interviewer and respondent errors. I will begin the focus group interview by asking each participant to describe their initial motivation to becoming a nurse. As the responses evolve from the participants, I will ask what influenced each participant to choose ADN level of entry of education for the profession. I will then ask each participant to think back to nursing school and describe their initial feeling(s) when they were informed of the ADN/BSN collaborative option. I will then evolve into allowing the participants to list or explore factors that led to their individual decision to not dual/co-enroll in a BSN collaborative. I will then explore influence(s) toward completion of an advanced nursing education degree and describe their feelings toward obtaining their educational goal. Finally, I will allow the participant the opportunity to reflect on their initial motivation and how motivation influenced or guided professional and educational goal attainment (Appendix E).

To gather data regarding socio-economic factors and determinants, each individual participant will receive an online survey via Qualtrics, with a question to describe how and to what extent (if any) socio-economic factors weighed on the decision to not participate an ADN/BSN collaborative option (Appendix D). 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. [DESCRIBE QUALTRICS HERE](#) As stated in the previous chapter, SCCT considers socio-economic determinants of culture, social context, and life goals when deciding how career interests are formulated (Cherry-Montgomery, 2015).

For the participant action research portion of this study, I will email an online survey utilizing Qualtrics to the BSN program directors which the ADN program has a dual enrollment agreement (Appendix F). 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 seven 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 supportive of the Social Cognitive Career Theory.

To provide confidentiality of all personal information and responses, I will not associate any reported data to a specific participant. All data will be saved and stored according to the appropriate statute of limitations for the institution and state research confidentiality guidelines.

Data Analysis

The data collected through the focus group interviews via video recording will be transcribed utilizing abridged transcription. Abridged transcription is a shortened or condensed version of full transcription, used when the focus of the study is to determine categories or themes in collected data (Onwuegbuzie et al., 2009, Sources of Focus Group Data section).

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.) following Colaizzi’s seven-step method of qualitative data analysis which will allow the data to be arranged into the most important terms and categories (Praveena & Sasikumar, 2021).

Colaizzi’s initial process is familiarization of the responses which will be followed by reviewing and reading transcribed interview responses and field notes. From there, I can identify (labeling) significant statements (terms) that have direct relevance to the phenomena (category coding) under investigation and will identify the most frequent or main concepts (themes) stated by the participants. To guard against any personal pre-suppositions or internal bias, I will use reflexive bracketing to make meanings of those themes (Praveena & Sasikumar, 2021). Upon identification of meaning of themes, I will use a concept of contiguity-based relation analysis to compare coded categories and 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.

Timeline of the Study

Upon acceptance of this proposal, I will begin Institutional Review Board (IRB) approval process through the University of Alabama. The Vice President of Academic Affairs and the Dean of Institutional Effectiveness, Grants and Planning at the location of the study has given conditional approval of the study pending University of Alabama IRB approval. The following table delineates the projected timeline.

Table 2

Study Timeline

Month/Year	Action
May 2023	Study Proposal Approval
May 2023	IRB submission
June 2023	IRB approval
June 2023	Obtain email query of potential participants
June 2023	Recruitment and selection of participants
July 2023	Interviews
August 2023	Review and analysis of data
September through December 2023	Write up analysis (Chapter 4)
January through February 2024	Complete Chapter 5
March 2024	Submit for Defense
April 2024	Defend study

Ethical Considerations

The researcher will obtain Institutional Review Board (IRB) approval from the University of Alabama for the proposed study. Following IRB approval, I will obtain approval from the SCCC Vice President of Academic Affairs and the Dean of Institutional Effectiveness, Grants and Planning to obtain the email address list of the students in seven cohorts from December 2017 through December 2020 from the nursing program database and student records. To protect against sampling errors, inclusion/exclusion criteria will be delineated in the participation survey application. Only participants who meet the inclusion criteria will be allowed to participate. After individuals meet inclusion criteria, they will be assigned a unique

alias identifier which will be used to log their demographic data and responses to the interview questions.

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.

The probability of harm occurring as a result of participation in a research study is minimal. The risk potential is associated to psychological impact as it relates to the inability to provide input to the questions. I will allow participant time to not feel rushed to answer and will restate answers to participant for clarification. Each participant will be informed that if at any time during the interview, the participant feels any risks including any emotional issues, they may contact Moorpark College Health Services at 805-378-1413 or <https://www.moorparkcollege.edu/departments/student-services/health-center> for counseling center or other resources. Participants will be informed of their right to withdraw from the study at any time without penalty and upon withdrawal of the study, and any/all materials associated with your participation will immediately be destroyed (Appendix C).

For this study, all electronic correspondence (emails, surveys, consents) will be sent utilizing the encryption option of the UA email system. Participants will be instructed to reply within the encrypted emails to maintain confidentiality of data. Corresponding via encrypted electronic communication will eliminate the chance of data interception by third parties.

To protect against bias, I will develop questions with neutral language (Appendix E) and tone and conduct the interviews via the Zoom/Microsoft Teams video conferencing platform. I

will avoid any leading questions that are directed toward the goal of the study. The video interviews will be 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 will be placed in cohort dependent categories before aggregating the focus group data. I will 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 dual enrollment program) 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.

Researcher Positionality

My attraction to this issue arises from a 25-year teaching experience perspective in an Associate Degree pre-licensure nursing program, including an additional personal goal attainment story of my nursing educational and career 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 career where 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 microaggressions because you are different. 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 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 two years later at 19. I sat for the national licensure examination two months after graduation, and received my notification of passing in the mail on the day of my 20th birthday. My motivation to achieve this goal was due to intrinsic and extrinsic factors, however, I would say the main foundation for my motivation was my emotional well-being.

When I attended nursing school between 1988-1990, the majority of nursing programs across the United States were associate degree level. In the fall of 1990, the ADN nursing program from which I graduated, offered an RN/BSN program. This new program was enthusiastically marketed during my final semester of study. As a new graduate searching for advanced education options, I noticed several new RN/BSN programs across the U.S. Because I needed to secure my future financial independence I enrolled in an RN/BSN program and completed my bachelor's degree by 1993.

Several years of experience in nursing, nursing administration, and a move to Southern California, led me to nursing education. I am a field expert in critical care and peri-operative nursing. I have been a nurse educator for 25 years and received my Master's of Science in Nursing Education in 2007. In response to meeting the IOM Recommendation #4, as of 2017, the institution of investigation has offered a BSN dual enrollment option during the ADN course of study. From the point of this offering to current, I have overheard students who participated and those who did not participate in the ADN/BSN collaborative share views and opinions regarding factors that influenced their decisions to enroll or not enroll in a dual program.

As of 2020 (pre-Covid), the program has seen a decrease in student enrollment within the BSN collaborative, threatening clinical placement option in specialty areas (pediatrics) due to BSN enrollment requirements at the clinical facility. As support for a qualitative study, I plan to utilize my personal experience of goal attainment supported by intrinsic motivation to explore the reasons for this decline. I believe that through my varied personal and professional experiences, I have the foundation of awareness, recognition of traits/trends, intentional listening, and evaluation to conduct a phenomenological, qualitative study exploring the barriers that inhibit nursing student's decision in participating in a BSN dual enrollment collaborative.

Value of Inquiry

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. Identification of these barriers will enable ADN program directors and student counselors, in conjunction with the admission and

administrative personnel at the BSN programs, to coordinate efforts to offer support services for dual enrollment. In return, ADN programs 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. 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).

Conclusion

This chapter presented a summary of a proposed study to explore a phenomenon recognized within an associate degree nursing program in Southern California in response to the loss of a clinical placement facility resulting from fewer students deciding to enroll in the dual enrollment program at a CA community college. This outcome of this study will identify a small portion of the nursing educational system's 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 to what extent motivation, professional goals, and socio-economic needs contribute to the decline in the ADN student enrollment 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. A detailed concept map correlating this basis of this study can be located on Appendix G.

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Appendix A

Participant Recruitment Email

Dear [Name]:

As a current Doctor of Nursing Education student at the University of Alabama, I am conducting a research study to gather information related to the decision-making process for not enrolling in a dual/co-enrolled BSN collaborative during your ADN pathway of study at Moorpark College. This study is only open to Moorpark College Nursing graduates from cohorts December 2017 through May 2021. Participation is completely voluntary and will take up to 60 minutes. The probability of harm occurring as a result of participation in a research study is minimal. Your personal identity will not be linked to any of the published data. Qualifications include:

1. Graduate from a cohort December 2017 through May 2021.
2. You did not participate in any of the ADN/BSN dual/co-enrollment collaborative during your course of study.
3. You did not have had a previous bachelor or graduate degree before starting the nursing program.

If you qualify and are interested in participating, please respond to this email. After I receive your reply, you will be given a link for a brief survey to verify qualifications, determine interview preference, and a form for consent to participate. You will be participating in an interview with 1-3 qualifying peers from your cohort. Participation will occur via group interview format via online video conferencing format such as Zoom or Microsoft Teams.

I am grateful for your desire to contribute to this valuable research. The findings of the study will be used as a basis to decrease enrollment barriers that contribute to the decision to not enroll in a BSN dual/co-enrollment collaborate during ADN course of study. If you have any questions, please let me know.

Jamee Maxey, MSN, RN
Professor Nursing/Health Sciences Moorpark College
Doctor of Nursing Education Student, University of Alabama

Appendix B

Recruitment Statement for Social Media

ISO Moorpark Nursing School Graduates from December 2017 through May 2021 for a voluntary research study to explore barriers to enrollment in a dual or concurrent BSN program of study while you were in nursing school. You must NOT have held a previous bachelor or graduate degree while in nursing school. Data will be collected via group interview with 1-3 peers from your cohort sometime in July or August 2023. If interested, please contact Jamee Maxey, MSN, RN, Professor Nursing, Moorpark College and Doctoral Student at the University of Alabama at jlmaxey@crimson.ua.edu. Your contribution to the outcome is appreciated. Thank you in advance.

Appendix C

Informed Consent and Non-Disclosure Agreement for Research Participant

Please read this informed consent carefully before you decide to participate in the study.

Research Study Title: What Inhibits ADN/BSN Concurrent Enrollment In Nursing Education?

Investigator's Name and Position: Jamee Maxey, MSN, RN, Doctorate Student University of Alabama

Purpose of the research study: The purpose of this qualitative, hermeneutic, descriptive study is to explore the perceived barriers that inhibited nursing students from enrolling in a BSN collaborative during their ADN course of study in a Southern California Community College (SCCC) ADN program.

Significance of the study: Investigating the reported perceived barriers to enrolling in a BSN dual-enrollment program and the feelings associated with the decision-making process, will allow the SCCC ADN program to understand the phenomenon in order to facilitate future support services thereby increasing ADN/BSN concurrent enrollment.

What will you do in the study? If you consent to take part in the study, you will complete a demographic questionnaire on your own prior to the interview, and then participate in a group interview with 1–3 peers from your graduating cohort. The interview will be conducted via a video conference platform such as Zoom or Microsoft Teams. The interview will be recorded and reviewed to capture nuances. The recording of the interviews will only be accessed by the investigator. A second 1:1 interview may be required to clarify any questions or interpretations from the initial group interview. Upon completion of the transcription of the interview, you will be asked to review your responses for accuracy.

Time Required (up to 2 hours total): The interview will take approximately 45–60 minutes to complete. If necessary, the second 1:1 interview will last up to 30 minutes. Your review of the transcript may take up to 30 minutes. Completion of the demographic questionnaire will take approximately 5–10 minutes.

Risks: The probability of harm occurring as a result of participation in a research study is minimal. The risk potential is associated to psychological impact as it relates to the inability to provide input to the questions. The investigator will allow participant time to not feel rushed to answer and will restate answers to participant for clarification. If at any time during the interview, you the participant feel the risks including any emotional issues, please contact Ventura County Behavior Health at 866-998-2243 or <https://www.vcbh.org> for counseling or other resources.

Benefits: There are no direct benefits to you for participating in this research study. However, you may feel good knowing that the findings of the study will be used as a basis to decrease enrollment barriers that contribute to the decision to not enroll in a BSN dual/co-enrollment collaborate during ADN course of study. Increased concurrent ADN/BSN enrollment will

expand BSN graduates in the workforce, directly 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

Confidentiality: All information you provide for this study will be handled confidentially. Upon agreement to participate in the research, each participant will be issued an alias identification that will be used to complete the demographic questionnaire and used to log interview responses. This consent includes a non-disclosure agreement to participate in the interview to allow for a safe space to share information and feelings. For the interview, video conferencing platform, each participant will log in with their specific alias identification. All responses will be coded to your personal alias identifier. No part of your legal name will be used in the data reported from the interview, online questionnaire, or in any written reports or publication.

Voluntary Participation: Your participation in this study is completely voluntary.

Right to Withdraw: You have the right to withdraw from the study at any time without penalty. Upon withdrawal of the study, any/all materials associated with your participation will immediately be destroyed.

How to Withdraw from the Study: If you should choose to withdraw from the study, please immediately notify the investigator or faculty advisor. If you choose to withdraw during the interview, please tell the researcher to stop the interview. The recording and field notes of the interview will be immediately be destroyed.

Compensation/Reimbursement: You will receive no payment for participating in this study.

If you have questions about the study or need to report a study-related issue please contact:

Name of Principal Investigator:

Jamee Maxey, MSN, RN
 Doctorate Student
 (805) 490-9027
 jlmmaxey@crimson.ua.edu

Name of UA Faculty Supervisor:

Monika Wedgeworth, EdD, RN, CNE
 Associate Professor
 The University of Alabama
 Capstone College of Nursing
 (205) 331-6120
 mwedgeworth@ua.edu

If you have questions about your rights as a participant in a research study, would like to make suggestions or file complaints and concerns about the research study, please contact:
 Ms. Tanta Myles, the University of Alabama Research Compliance Officer at (205)-348-8461 or toll-free at 1-877-820-3066. You may also ask questions, make suggestions, or file complaints and concerns through the IRB Outreach Website at <http://ovpred.ua.edu/research->

compliance/prco/. You may email the Office for Research Compliance at rscompliance@research.ua.edu.

Agreement:

- ☐ I agree to participate in the research study described above.
- ☐ I agree to video (audio, photograph) in the research study described above.
- ☐ I agree that I will keep all information shared with me by other participants and by the researcher confidential by not discussing or sharing the information with anyone outside of this focus group.
- ☐ I agree that I will not reveal the identities of any of the other members of the focus group to anyone

Signature of Research Participant

Date _____

Print Name of Research Participant

Signature of Investigator or other Person Obtaining Consent

Date _____

Print Name of Investigator or other Person Obtaining Consent

Appendix D

Interview Protocol-Demographic Information

Demographic Information (will be collected individually via online survey prior to interview).

Assigned Personal Identification: _____

1. From which cohort did you graduate (check one)?
 - ☐ December 2017
 - ☐ May 2018
 - ☐ December 2018
 - ☐ May 2019
 - ☐ December 2019
 - ☐ May 2020
 - ☐ December 2020
2. Did you have a previous bachelor or graduate degree at the time you entered nursing school?
 - ☐ Yes (Stop you do not qualify for this study).
 - ☐ No (You qualify for this study and may continue).
3. Age (at time entered nursing school):
4. Gender Identity (at time entered nursing school):
5. Marital Status (at time entered nursing school):
 - ☐ Single
 - ☐ Married
 - ☐ Divorced
 - ☐ Widowed

☐ Prefer not to say

6. Race/Ethnicity:

7. Highest Level of Education (at time of survey):

☐ Associate Degree

☐ Bachelor's Degree

☐ Master's Degree

☐ Doctorate Degree

8. First Generation College Student:

☐ Yes

☐ No

9. Military Active/Vet (at time entered nursing school):

☐ Yes

☐ No

10. Did you receive any financial aid during nursing school?

☐ Yes (If yes, indicate type [may choose more than 1])

☐ California Promise A

☐ California Promise B

☐ California Promise C

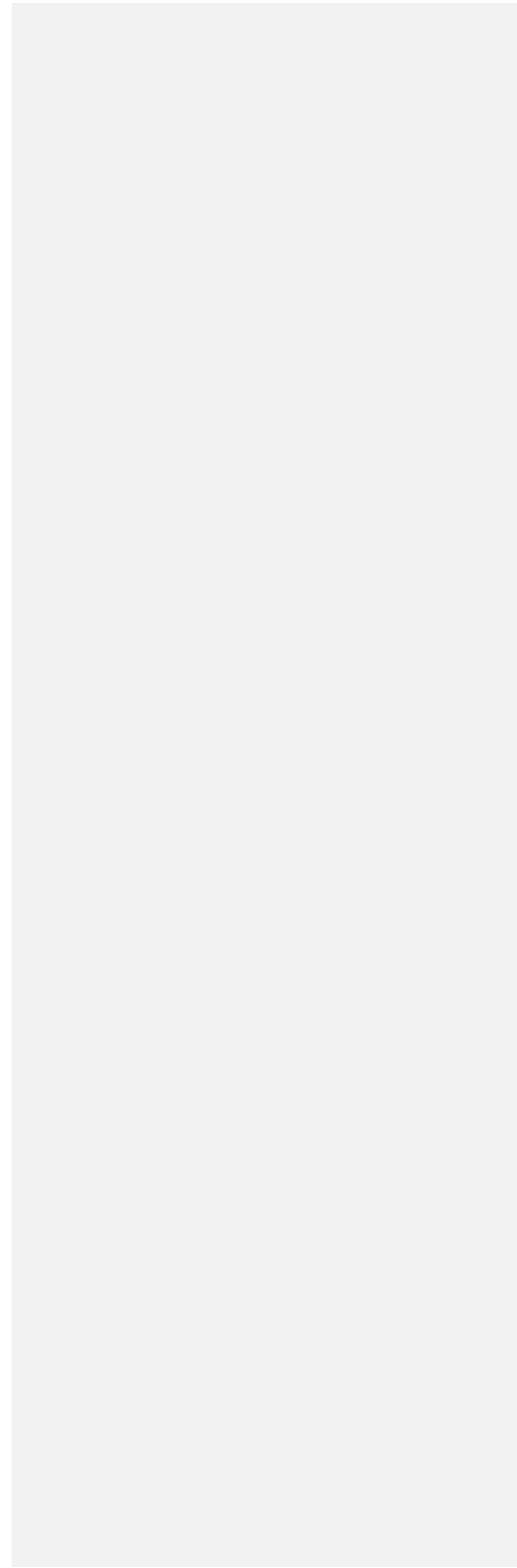
☐ Pell Grant

☐ Scholarship(s)

☐ Unsure of types

☐ No

11. Describe how and to what extent (if any) socio-economic factors weighed on the decision to not participate an ADN/BSN collaborative option:



Appendix E

Interview Protocol-Interview Guide/Questions

Date of Interview:

Time of Interview:

Location of Interview:

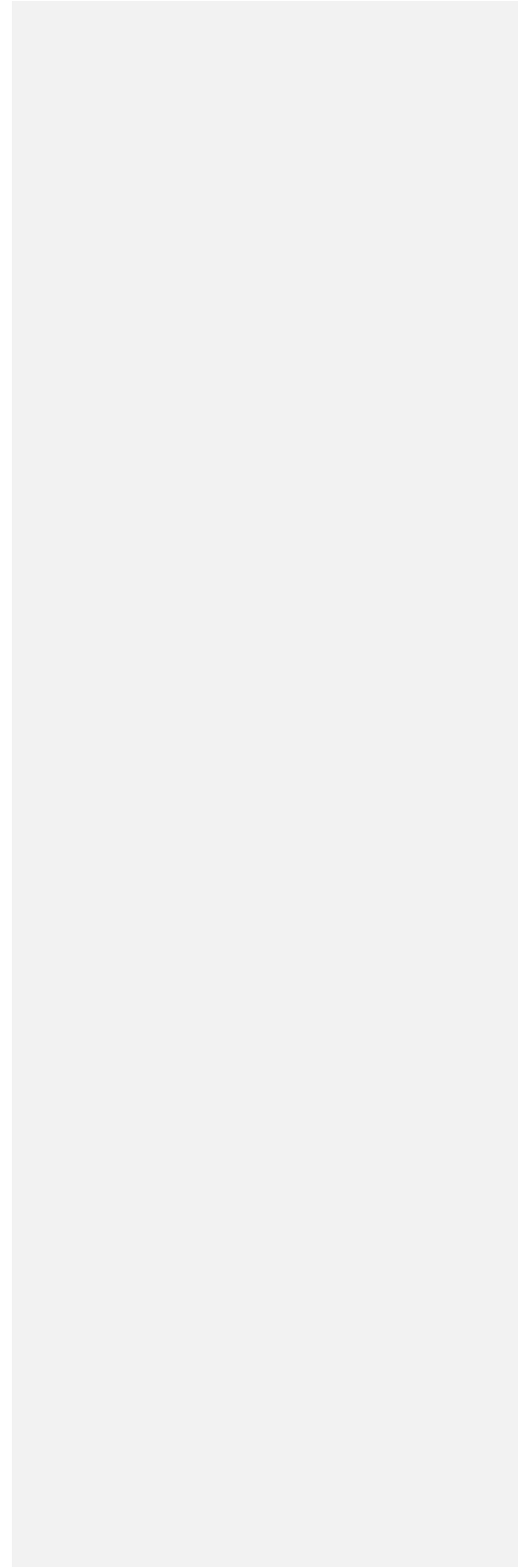
Interviewer prompt: I would like to thank you for participating in this research study. For the data collection process, you will be interviewed in a focus group setting. I will use a series of questions related to the process regarding your decision to not participate in a BSN dual/co-enrollment option during your ADN pathway of study. As stated in the consent form, 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.

Interview Questions: (with follow-up questions as necessary)

- Describe what motivated you to become a nurse.
- What influenced you to choose ADN level of entry of education for the profession?
- Describe your feelings(s) when you became aware of the ADN/BSN collaborative option.
- What factors led to your decision to not enroll in a BSN collaborative while in the ADN program?
- Are you currently in an RN-BSN program?
 - If yes, how long after graduation did you begin?
 - If no, have you completed a post ADN BSN or MSN program?

- What influenced your choice in obtaining a post ADN RN advanced degree?
- Describe how you feel after obtaining a post ADN RN advanced degree.



Appendix F

Survey for Dual Enrollment BSN Programs Associated with Moorpark College Nursing

Dear Program Director,

Greetings. My name is Jamee Maxey. I am a professor of nursing at Moorpark College. I am currently completing my doctorate in Educational Leadership with an emphasis of nursing education at the University of Alabama. For my dissertation, I am exploring the barriers ADN students report for not enrolling in a BSN dual/collaborative program during their ADN course of study here at Moorpark College. The goal of this study is to determine the reported barriers students perceive and provide resources to the students to overcome these barriers. Part of this study includes determining to current available resources the BSN collaborative offers the students. One study by nursing researchers Close and Orłowski (2015), indicated that critical components of a successful concurrent (dual) enrollment ADN/BSN program include:

- Designation of a dual enrollment program director
- Coordinated student advising
- Shared faculty
- Involvement of diverse constituencies to support sustainability (p. 684)

Can you please list ANY resources your program offers the dual collaborative student? Results of your responses will be redacted to not identify your program name. I will be using the data to understand a generalized theme of barriers and collaborate with our dual program directors to future facilitate support services to increase the number of AND/BSN concurrent enrollment which therefore expands BSN graduates in the workforce.

If you have any questions or concerns, please email me or call me. I will be happy to discuss with you in further detail any components of this study. I look forward to your valued responses.

Name of Principal Investigator:

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Name of UA Faculty Supervisor:

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Appendix G

