MARYLAND ACTION COALITION
Creating a Healthier Maryland
FUTURE OF NURSING™ CAMPAIGN FOR ACTION

Planning an Accelerated Second-Degree Bachelor of Science in Nursing Program
Lessons Learned

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Background

- Need for registered nurses is expected to grow by 12% from 2018 to 2028, compared to 7% growth across all occupations, according to the Bureau of Labor Statistics. BLS

- Strong demand for registered nurses continues throughout the state – currently nearly 7,350 open positions in Maryland. Maryland Workforce Exchange

Goal of Project

Increase the number of baccalaureate-prepared nurses who can serve in Maryland hospitals and healthcare facilities and are prepared to care for poor, underserved, and marginalized populations within a framework of caring science.

Development and Implementation

AY 2018-2019: Planning Year

- Intensive work with University departments
  Admissions, Registrar, Marketing, Financial Aid

- Decision for a once a year start in May/June

- Admission criteria defined

- Plan for course conversion
  Course coordinators were responsible for converting courses to 10-week semesters in 1st and 4th semesters

- Faculty credit load
  - Courses taught in Fall and Spring semesters count towards teaching workload
  - Courses taught in Summer Semester are considered overload

- Progression policies
  Amended progression polices to limit student movement between the traditional and ABSN programs

AY 2019-2020: Implementation

- Course coordinators taught the 10-week summer semesters for consistency of curriculum delivery and evaluation.

- COVID-19 pandemic forced us to pivot to remote learning while maintaining course outline and outcomes, and providing alternative clinical experiences.

Project Evaluation Plan

Metrics and Targets	Results		
Metric	**AY 2018-2019 First Cohort: June 2019**	**AY 2019-2020 Second Cohort: May 2020**	**AY 2020-2021 Third Cohort: May 2021**
NDMU: Increase enrolled number of students for Cohort 2 and 3 by at least 20%. **Targets** 1. Convert at least 30% inquiries to applications 2. Accept at least 50% of applications 3. Enroll qualified applicants Cohort 347- = 24 Cohort 357- = 30 Cohort 367- = 36	1. Out of 400 inquiries, 98 (25%) converted to applications	1. Out of 268 inquiries, 81 (30%) completed applications Note: NDMU outsourced marketing for the on-ground ABSN program starting February 2019.	1. Out of 922 inquiries,* 137 provided unofficial transcripts and agreed to a target start; 86 worked on a plan to apply for Summer 2021. Of the 86, 30 (35%) students completed applications *Inquires for ONLY the On-Ground ABSN program and is not limited to Summer 2021
	Of the 98 applications, 55 (56%) applicants accepted for admission	2. Of the 81 applications, 52 (64%) applicants accepted for admission	2 Of the 30 applications, 28 (93%) applicants accepted for admission
	3. Of the 55 accepted applicants, 34 (61%) started in the first cohort in June 2019 **Exceeded target of 24 by 10 (40% increase) students**	3. Of the 52 accepted applicants, 38 (73%) started in the second cohort in May 2020** **Exceeded target of 30 by 8 (27%) students** Note: **In planning phase for expansion of ABSN program to include hybrid pathway at Elkridge.	3. Of the 28 accepted applicants, 24 (82%) are expected to start in the third cohort ** **Target Not Met: A 35% decrease** Note: **Expanded ABSN program to include Hybrid pathway in Elkridge. H-ABSN summer cohort anticipates 35 students.
Metric	**August 2020**	**August 2021**	**August 2022**
NSP II: Increase the overall number of new BSN-prepared nurses to 48 by August 2021.	Cohort 1 32 graduates in August 2020	Cohort 2 Anticipating 33 graduates in August 2021	Cohort 3 TBD in August 2022

First Cohort of ABSN Program

Lessons Learned and Surprises

Challenges

- The greatest challenge in the planning year was in organizing and ensuring consistent, effective, and ongoing communication with various University systems—recruitment, admissions, enrollment, financial aid, and billing.

  Lesson learned:
  Consistently conduct weekly or bi-weekly meetings with each department and larger team meetings every 6-8 weeks.

- Admission of male students to a pre-licensure BSN program was a priority, but the pre-licensure program was part of the Women's College, which does not allow for admission of men.

  Lesson learned:
  The ABSN program was placed under the College of Adult Undergraduate Study to allow for admission of men to the pre-licensure program.

- ABSN students, who used most, if not all, of their federal financial aid for their first Bachelor's degree, are finding it difficult to fund their second Bachelor's degree.

  Lessons learned:
  1) We asked for and received permission to allocate a percentage of grant funds to help defray textbook costs in the first year of the program, thus alleviating a potential barrier to enroll in a resource-intensive program.

  2) We continue to explore and share scholarship opportunities for ABSN students.

Unexpected Surprises

- Students were well-versed in academic aspects that our traditional BSN students often struggle understanding, for example how to read and follow a syllabus, time management, and how to use study groups to maximize learning.

- Students innately knew how to professionally and authentically interact with and relate to peers, patients, family members, and staff.

- The majority of faculty and clinical instructors expressed a sense of fulfillment when guiding and coaching ABSN students.

- Mixed gender classes created a positive and rich experience for faculty who generally teach all women classes.

- Success in the on-ground ABSN program, led to opening a hybrid-ABSN program in Elkridge, MD. (Refer to Note: ** in table)

Bibliography

Burger, C. (2021). *The states with the largest nursing shortages.* https://www.registerednursing.org/

Maryland Department of Labor (2021). *Maryland Workforce Exchange.* https://mwejobs.maryland.gov/vosnet/Default.aspx