



College of Nursing

UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CAMPUS

# Inducements and discouragements for students transitioning from Associate Degree to Baccalaureate Degree in Nursing: A National Study

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## Background

- American Nurses Association (ANA) called for baccalaureate education as the foundation for professional nursing practice in 1964.
- ANA reaffirmed this call in 1991 when they called for baccalaureate degree as a requirement for all generalist certification examinations by 1998.
- ANA House of Delegates in 1995 called for the baccalaureate degree in nursing to be the educational requirement for the beginning RN.
- Institute of Medicine (2011) called for increased levels of Baccalaureate prepared nurses at the bedside by 2020. <sup>2</sup>
  - 80 percent of bedside nurses with BSN
- Data demonstrates improved quality, safety and patient outcomes are directly linked to nursing education level <sup>3</sup>

## Pilot Study

- Questions related to Barriers, priorities and enhancement/motivation factors for the RN to BS student
- Small study representing approximately 10% of state RN to BS/BSN student population (N=52)
  - What are the barriers in obtaining a BS/BSN degree?
  - What are the enhancement/motivating factors in obtaining a BS/BSN degree?
  - Is there a relationship between students' demographic factors and barriers and enhancement factors in obtaining a BS/BSN degree?
  - What priority factors are related to the selection of the RNBS/BSN program?
  - What priority factors made going back to school for a BS/BSN degree easier?

## National Study

- Questions related to Barriers, priorities and enhancement/motivation factors for the RN to BS student
- Aimed to determine actual inducements and discouragements for RN to BS/BSN students.
- Large national sample with 396 participants
- Random sampling method
  - AACN member schools
  - NLN member schools
  - Survey link and letter sent to Deans/Directors of RN to BS/BSN programs
  - Survey link with letter sent out to current RN to BS/BSN students
- Data collected via REDCap
- Data analysis using SPSS
- Qualitative data analysis for open text responses

## National Study Findings

- Top Seven Inducement and Discouragement Factors
- Inducement Factors
  - Personal Motivation 66.4%
  - Family support 48.7%
  - Tuition support 41.7%
  - Short acceptance time into BS/BSN program 40.9%
  - Family/significant other support 40.9%
  - Employer encouraged 27.5%
  - Employer support 24.2%
- Only 8.1% were pursuing the degree due to employer mandate
- Discouragement Factors
  - Cost 63.4%
  - Family responsibilities 54.3%
  - Time away from employment 24.4%
  - Obtaining pre-requisites for admission 15.7%
  - Lack of motivation 12.4%
  - Lack of employer support 12.1%
  - NONE 10.9%

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## Data Trends<sup>4</sup>

- Present workforce educational preparation:
  - 45.4% ADN
  - 34.2% BS or Graduate
  - 20.4% Diploma
- 2001 – NCLEX-RN © Exam candidates
  - BS 24,832
  - ADN/Diploma 43,927
- 2011 – NCLEX-RN © Exam candidates
  - BS 58,246 (134.6% increase)
  - ADN/Diploma 86,337 (96.5% increase)
- 2001-2011 – NCLEX-RN © Exam candidates
  - 2001 68,561
  - 2011 142,390 (107.7% increase)
- 2011 – Non-bachelor's prepared represent 60% of all candidates
- 2011 – Approximately 28,000 Nurses earned RN to BS degrees, representing an 86% increase from 2007.
- 2012 – Projected demand of 3,509,000 RN's in 2025 <sup>5</sup>

## Pilot Study Findings

- Enhancements/Motivational Factors:
  - Personal motivation for increased education/professional development 73%
  - Short acceptance time into BSN program 56%
  - Family/significant other support 50%
  - Tuition support 48%
  - Other 31% (desire to pursue graduate school; scholarship and tuition support; availability of online programs; limitations for opportunity at the ADN level; promotion options ; being a role model for children)
  - Increased job opportunities at the BSN level 27%
  - Many RN-BSN programs to choose from 27%
  - Ease of completing pre-requisites 23%
  - Employer encouraged 21%
- Barriers
  - Cost (tuition and fees) 82%
  - Family responsibilities 51%
  - Obtaining pre-requisite coursework for admissions 20%
  - Lack of employer support 18%
  - Lack of motivation 16%
  - Lack of family/significant others' support 16%
  - Other 12% (additional lack of/cost of childcare; professional employment dedication; work responsibilities; learning disability; time constraints)

## Demographics

- 11.3% were male, 88.7% female
- Race
  - 75.1% White
  - 13.8% African American or Black
  - 1.3% American Indian or Alaska Native
  - 4.0% Asian or Pacific Islander or Native Hawaiian
  - 5.8% Hispanic
- Age
  - 19.2% were between 25 and 29
  - 15.3% were between 35 and 39
  - 14.3% were between 30 and 34
  - 14.1% were between 40 and 44
  - 13.6% were between 45 and 49
- Marital/Partner status
  - 55.3% were married or in in a partnership
  - 44.7% were single/separated or divorced
- Working status
  - 20.7 were working more than 40 hours per week
  - 64.2% were working between 25 and 40 hours per week
  - 8.1% were working between 0 and 24 hours per week
  - 6.8% were not working at all

## Conclusions

- Personal motivation and family support are critical components for the RN to BS/BSN student returning
- Tuition support from some source is important
- Cost is key to students returning
- Nursing Education can change the model by heeding the call for innovative RN to BS/BSN programs that address:
  - Admissions requirements
  - Cost
  - Rapid response to student population as they inquire about programs
- Nursing Education should partner with employers to:
  - Create innovative tuition models
  - Provide support for family responsibilities
  - Create innovative class structure allowing for some level of work/school/family balance.

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