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using various statistical procedures, such as discriminant analysis, t-tests, chi-square, and analysis of variance. The following findings were established: The majority of the nonreturnees expressed satisfaction with their education and current practice as RNs. Returnees tended to be almost a year younger and less often married—either single or with their partners working in medical careers than the nonreturnees. The majority of returnees tended to be employed full-time in hospitals, female, and married. Both groups listed cost and time to complete a baccalaureate degree program as barriers. Home responsibilities, not enough energy and stamina, tired of school, lack of support from family and friends, and inconvenient class scheduling were found to be statistically significant perceived barriers. Two areas of critical life events, birth of a child and "other," showed significance. No life roles were found to be statistically significant as barriers. The strongest significant non reasons for learning were to continue learning from a teacher I liked and to avoid boredom and have something to do. Recommendations were made for associate and baccalaureate nursing education, the nursing profession, and the health care system.

Associate Degree Registered Nurses Who Pursue a Baccalaureate Degree and Those Who Do Not - A. Jean Voinck-Holmes - 1992

Associate degree nursing programs are currently graduating the largest percentage of the nurses entering practice. The purpose of this study was to determine the reasons for learning and the impact of these reasons on learning outcomes. The findings are addressed in the following four areas: the goal was to determine if there were any significant differences between the two groups and perceived inhibitors, reasons for learning, and the impact of various demographic variables. An instrument, the Associate Degrees Registered Nurses Survey, was developed to determine inhibitors which were called barriers. Critical life events, birth of a child, and "other" showed significance. No life roles were found to be statistically significant as barriers. The strongest significant non reasons for learning were to continue learning from a teacher I liked and to avoid boredom and have something to do. Recommendations were made for associate and baccalaureate nursing education, the nursing profession, and the health care system.

Nursing and Nursing Education - Institute of Medicine - 1983-02-01

The role of the nurse has expanded over the years. This report presents an overview of the major issues in nursing practice and education today. It describes the major changes that have taken place in the health care system and how these changes have affected the education of nurses. It also discusses the role of nurses in providing care to patients and their families, and the importance of nursing education in preparing nurses to meet the challenges of the future.


This report presents the results of a study of associate degree and diploma prepared nurses who were admitted to baccalaureate degree programs. The study was designed to determine the reasons for learning and the impact of these reasons on learning outcomes. The findings are addressed in the following four areas: the goal was to determine if there were any significant differences between the two groups and perceived inhibitors, reasons for learning, and the impact of various demographic variables. An instrument, the Associate Degrees Registered Nurses Survey, was developed to determine inhibitors which were called barriers. Critical life events, birth of a child, and "other" showed significance. No life roles were found to be statistically significant as barriers. The strongest significant non reasons for learning were to continue learning from a teacher I liked and to avoid boredom and have something to do. Recommendations were made for associate and baccalaureate nursing education, the nursing profession, and the health care system.

Baccalaureate Nursing Education for Registered Nurses - National League for Nursing. Council of Baccalaureate and Higher Degree Programs - 1980

The report includes a discussion of the role of the nurse in the health care system, the importance of continuing education, and the need for nurses to be prepared to provide care to patients and their families. Recommendations are made for associate and baccalaureate nursing education, the nursing profession, and the health care system.

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retention for RNs who are completing baccalaureate education. Data was collected from RNs who had graduated and those who chose to not complete the BSN between 2003 and 2007 from a Midwestern, state university. Two instruments, the Student Perception Appraisal-2 (SPA-2) and the Student Withdrawal Questionnaire (SWQ) both created by M.B. Jeffreys (2002, 2004, 2005, 2007) were used. Analyses revealed that instructional delivery method did not have an affect on retention of students with variables that included class schedule, family support, family responsibilities, and financial aid. Students like to have options that can fit their busy lives. While one delivery format did not affect retention more than another, retention rates at the university overall increased from 83% to 93% during the reporting period which supports the importance of using different delivery methods.

The Impact of Instructional Delivery Methods on Retention of BSN-C Students - Cynthia Susan Billman - 2008

Education and nursing are changing. Registered Nurses (RNs) who have the greatest impact on the health of consumers are those who have attained a baccalaureate degree or higher (Allen, Clark, Cheung, Shun, & Silber, 2002). Yet nurses remain the least educated of all health care professionals. RNs who return to school to pursue a bachelor's degree face many challenges including scheduling full-time work and family responsibilities (Jeffreys, 2004). Instructional delivery alternatives may increase the likelihood of graduation with a baccalaureate degree for RNs whose initial nursing education was either the associate or diploma degree (Shelton, 2004). Retention is integral in the business world as well as academia. It is even more important when the student population is non-traditional and working, juggling multiple roles and returning to the academic world. Technology affords increased opportunities for students who are unable to attend a college classroom. The purpose of this study was to determine if a relationship existed between instructional delivery formats; traditional classroom, Interactive television (ITV), and Web-based—and retention for RNs who are completing baccalaureate education. Data was collected from RNs who had graduated and those who chose to not complete the BSN between 2003 and 2007 from a Midwestern, state university. Two instruments, the Student Perception Appraisal-2 (SPA-2) and the Student Withdrawal Questionnaire (SWQ) both created by M.B. Jeffreys (2002, 2004, 2005, 2007) were used. Analyses revealed that instructional delivery method did not have an affect on retention of students with variables that included class schedule, family support, family responsibilities, and financial aid. Students like to have options that can fit their busy lives. While one delivery format did not affect retention more than another, retention rates at the university overall increased from 83% to 93% during the reporting period which supports the importance of using different delivery methods.

Development of a Scale to Measure Nurses' Attitude Toward Baccalaureate Nursing Education - Mary Guernsey MacVicar - 1967

Analysis of Career Differences Among Registered Nurses with Different Types of Nurse Education - Katharine G. Bauer - 1983

Analysis of Career Differences Among Registered Nurses with Different Types of Nurse Education - Katharine G. Bauer - 1983

Characteristics of registered nurses seeking baccalaureate education - Edith L. Bahl

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