

Bachelor of Science in Nursing

RN-BSN Program

September, 2012



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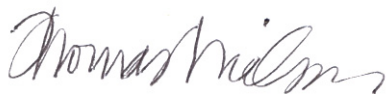
Form C: Cover Sheet New Degree Program Proposal

Program Information

Program Name: RN-Baccalaureate - Bachelor of Science in Nursing
Institution Name: Bellevue College
Degree: BS Nursing
Level: Bachelor
Type: Science
CIP Code: 51.3801

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September 10, 2012

Chief Academic Officer

Date

Introduction

As nursing, like other areas of healthcare, becomes more advanced and complex, more nursing roles require a Bachelor of Science in Nursing (BSN) to accompany the professional credential (RN). Several local hospitals have asked Bellevue College to implement an RN-Baccalaureate (RNB) program to provide a pathway for their current RNs to achieve the Bachelor of Science in nursing. RNB programs are designed for working nurses who already hold the professional license (RN), along with an associate degree in nursing (ADN). Bellevue College plans to add an RNB program to serve its associate-degree in nursing graduates and other nurses with the associate degree, helping them become more skilled and marketable in our rapidly changing healthcare environment.

As noted in the college's statement of need for the RNB pathway, the bachelor's degree is increasingly required for staff nurses and has become requisite for nurse manager roles. Bellevue College's RN-Baccalaureate will build on the college's strong associate degree nursing program, which was established in 1967, and has been in continuous operation since. It has also been continuously accredited by the National League for Nursing Accrediting Commission (NLNAC).

Bellevue College has carefully designed the overall curriculum sequence and each course to help students gain the skills and expertise they need to be successful baccalaureate-prepared RNs. The subjects and areas of expertise in all Bachelor of Science in Nursing (BSN) degrees are determined by baccalaureate-level accreditation guidelines.¹ These realms of knowledge include: scholarship, research, community and public health, leadership, effective information management, and application of patient-care technologies. The college also completed an extensive employer survey and several in-depth employer interviews to assess the relative importance of various skills in the local market. Within the generalist focus of the baccalaureate degree in nursing, the graduate of Bellevue College's RNB program will have a strong base in healthcare information technology, an area that employers expressed as an important need.

The essential elements of the proposed curriculum have been reviewed by subject area experts, who have taught in baccalaureate-level nursing programs and worked as nurses, to ensure baccalaureate-level rigor and alignment of content with accreditation standards.

¹ American Association of Colleges of Nursing <http://www.aacn.nche.edu/education-resources/essential-series> 08.06.12

Program Learning Outcomes

Successful graduates of the program will meet all course and program learning outcomes. The program learning outcomes for the RN-BSN, which reflect the program mission and the Essentials of Baccalaureate Nursing for Professional Practice² guidelines, are as follows: Graduates will be competent in Research and Scholarly Inquiry, Health Information Technology, Professional Values and Role Development, Leadership, Communications, and Community and Public Health.

Competencies in each outcome area will be based on measurable evidence. For example, successful graduates will:

1. Evaluate and apply evidence-based research to clinical practice (Research and Scholarly Inquiry outcome)
2. Appraise protective and predictive factors, including genetics, which influence the health of individuals, families, groups, communities and populations (Community and Public Health outcome)
3. Develop and implement creative strategies to enable systems to change (Leadership outcome)
4. Negotiate and resolve conflicts to support professional, positive working relationships (Communications outcome)
5. Utilize intra- and inter-professional resources to resolve ethical and other practice dilemmas (Professional Values and Role Development outcome)
6. Assess and fully utilize sophisticated healthcare information management systems to maximize patient outcomes (Health Information Technology outcome)

Graduates of the program will have added research skills, management knowledge and skills, understanding of and experience in community and public health settings, and increased ability to utilize emerging healthcare information technologies.

Course preparation for students transferring with a technical associate's degree

As the need for baccalaureate-prepared nurses grows, RNB pathways efficiently serve nurses who already have the RN license and an associate degree and who wish to earn a bachelor of science in nursing. RNB pathways are designed to build on the knowledge and skill nurses demonstrate through earning an associate degree in nursing, and

² <http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/baccalaureate-graduate/standards> 08.23.12

through passing the National Council of State Boards of Nursing Licensure Examination (NCLEX-RN), the exam that qualifies successful completers to become registered nurses.³ Bellevue College’s RNB program is designed for students with one specific technical degree: the associate degree in nursing (ADN), and an RN license. Applicants to the college’s RNB program must meet the following minimum requirements:

- Hold current unrestricted licensure as a registered nurse in Washington state⁴
- Have an associate degree in nursing from a regionally accredited institution
- Have at least one year of clinical experience as a nurse (ADN clinical may be applied)
- Have earned thirty-five nursing credits (quarter system) from an associate degree nursing program at a regionally accredited institution
- Have completed thirty-five credits (quarter system) of general education requirements
- Have a cumulative GPA of at least 2.0 in all college coursework
- Have earned a minimum grade of 2.0 in each of the required courses

TABLE I: ENTRY REQUIREMENTS FOR BELLEVUE COLLEGE RNB PROGRAM		
Prerequisites	Notes	Credits
Associate degree in nursing	From associate degree nursing program at regionally accredited institution. Must include at least 35 quarter credits in nursing	90
Unrestricted licensure as nurse in WA state	Must be current. Students in final year of an associate-degree nursing program may be admitted, but must take and pass the NCLEX prior to clinical placement	
Cumulative GPA of 2.0	In all college courses	
Minimum grade of 2.0 in all required courses	Courses required for associate degree in nursing	
General education courses	At least 35 credits, as outlined in Table II, general education requirements	Included in 90 above

³ <https://www.ncsbn.org/nclex.htm/> 08.08.2012

⁴ Students in final year of an associate-degree nursing program may be admitted, but must take and pass NCLEX prior to clinical placement

General Education Components of the degree

The *Essentials of Baccalaureate Education for Professional Nursing Practice*, published by the American Association of Colleges of Nursing, emphasizes the importance of a liberal education.⁵ Bellevue College has planned carefully to ensure that general education credits and courses meet both the Essentials of Baccalaureate Education for Professional Nursing Practice and state guidelines for general education within applied baccalaureate degrees.⁶ Over the course of the degree, the state requires that general education credits include a minimum of: ten credits of written communication skills, including English composition; five credits of quantitative skills; ten credits of humanities; ten credits of social science, including a communication studies course; and ten credits of natural science, including at least one life sciences course and one course with a lab. The nurse with a BSN is considered a generalist who has strong knowledge of both nursing theory and nursing practice, as well as a broad liberal education. Nurses who wish to specialize, for example, as nurse practitioners, do so at the graduate level.

All RNB degree graduates will have taken 60 credits of general education, 40 credits of which are typically satisfied at the associate-degree level as confirmed by entrance pre-requisites. The remaining 20 credits are satisfied at the upper division level by courses in economics, philosophy, anthropology, and humanities. General education requirements in the RNB degree are outlined in Table II, below. Course numbers with an ampersand symbol (&) are common course numbers at all Washington State community and technical colleges. Course numbers without the ampersand symbol refer to Bellevue College Courses, the equivalent of which are taken by students who completed an associate degree in nursing from other institutions.

⁵ <http://www.aacn.nche.edu/education-resources/essential-series> 08.08.2012

⁶ http://www.sbctc.edu/college/e_appliedbaccalaureates.aspx 08.07.2012

TABLE II: GENERAL EDUCATION REQUIREMENTS IN RNB PROGRAM			
Subject	Credits	Met by pre-requisite	Met in baccalaureate
Communication Skills (Eng. Comp. required)	10	ENGL& 101 English Composition	
		CMST 280 Intercultural Communication	
Quantitative Skills (college level math)	5	Math 130 Introduction to Statistics	
Humanities	10	One humanities course may be transferred in or taken during RNB program	
			PHIL 365 Biomedical Ethics
Social Science	10	PSYCH& 200 Lifespan Psychology	
			ECON 315 Economics of Healthcare
Natural Sciences (one lab, one life)	10	BIOL& 241 Human Anatomy & Physiology I	
		CHEM& 121 Intro to Chemistry	
Other, allocate per program	15	BIO& 242 A&P II, BIOL& 260 Microbiology	ANTH& 235
Total required	60		

Junior/senior level coursework

Bellevue College's RNB program is being designed with working nurses in mind. Courses are taught through a low-residency, hybrid model in which degree candidates come to campus one or two days each week to meet with the instructor and their student colleagues. RNB students may choose to study full-time or part-time. A student attending full-time could complete the degree in four quarters; students attending part-

time may choose to complete the degree in eight to twelve quarters. Sample full-time and part-time student schedules are in Tables IV and V, below.

All students take the same core nursing courses, as well as general education courses in philosophy, economics, anthropology, and humanities. Students may choose to take additional healthcare-related or general education electives⁷ as well. Overall credits in the program are 180, broken down as follows: 90 transfer credits from associate's degree, 45 NCLEX exam credits, 30 credits in upper-division nursing courses, and 15-20 elective credits, taken during the RNB program.

TABLE III: BELLEVUE COLLEGE RNB JUNIOR/SENIOR COURSEWORK	
Baccalaureate courses	Credits
Core nursing courses	
Transition to baccalaureate nursing practice	5
Scholarship Inquiry: connecting research to practice	5
Professional and therapeutic communication	3
Family, community and public health nursing	5
Practica	3-6
Nursing Leadership	5
Health information technology	5
Total Nursing	31-34
General education	
Biomedical Ethics	5
Economics of Healthcare	5
Cross-Cultural Medicine	5
Any approved humanities course, if not transferred in	5
Total General Education	15-20
Total RNB coursework	46-54

As noted above, students attending fulltime, which is typically 3 courses or 15 credits each quarter, finish the program in four quarters. Students attending part-time finish the program in six quarters or more, depending on the number of credits they carry.

⁷ A list of electives beyond the minimum credits required is included in Appendix II.

TABLE IV: SAMPLE FULL-TIME RNB STUDENT SCHEDULE			
Fall	Winter	Spring	Summer
Transition to baccalaureate nursing practice	Scholarship Inquiry: connecting research to practice	Nursing Leadership	Health information technology
Professional and therapeutic communication	Family, community and public health nursing	Practicum	Practicum
Biomedical Ethics	Cross-Cultural Medicine	Economics of Healthcare	Humanities elective, if needed

Table V, below, shows a sample schedule for a student taking two courses each quarter.

TABLE V: SAMPLE PART-TIME RNB STUDENT SCHEDULE			
Fall Y1	Winter Y1	Spring Y1	Summer Y1
Transition to baccalaureate nursing practice	Scholarship Inquiry: connecting research to practice	Nursing Leadership	Humanities elective, if needed, or Practicum
Biomedical Ethics	Family, community and public health nursing	Practicum	Health information technology
Fall Y2	Winter Y2	Spring Y2	Summer Y2
Professional and therapeutic communication	Cross-Cultural Medicine	Economics of Healthcare	
		Practicum, if not taken Summer Y1	

Program evaluation criteria and process

Assessment for the proposed RNB program is based on the comprehensive student achievement and program assessment processes in place at Bellevue College for all programs, including associate and baccalaureate degrees. Program review occurs every five years and provides a thorough assessment of every aspect of the program. It includes strategic planning; student headcount, full-time equivalent student (FTES) and schedule trend analysis; program enrollment data, including student faculty ratios, analysis of full-time and part-time faculty ratios and other staffing indicators; student performance evaluation; an evaluation of curriculum coherency and currency, including

an evaluation by the workforce advisory committee; program viability, including employment placement data and market analysis; and analysis of student demographics, program costs and revenues, retention and advising, articulation agreements, course delivery methods, and other pertinent data.

Until the first five-year program review occurs, staff will evaluate the RNB program's effectiveness by collecting and analyzing data annually on student satisfaction, preparedness, and retention; faculty assessment of student preparedness; and effectiveness of courses to meet the program outcomes. Table VI summarizes the assessment mechanisms that will be measured to make appropriate changes to the degree program.

Industry will engage in recommendation and review of the curriculum and program elements through the college's nursing program advisory committee. The current advisory committee, which works with the associate-degree nursing program, will expand its scope to cover the baccalaureate degree. Committee members include representatives from UW-Bothell's and Seattle Pacific University's RNB programs; many local hospitals; and labor.

The advisory committee's role will be to advise the program on recommended curriculum improvements; help keep the program abreast of changes in the field; assist in student recruitment and placement; and make recommendations for other changes that will keep the program current.

Experts from nursing, healthcare, and higher education will be engaged throughout the full curriculum development and implementation phase to ensure rigor of the content and learning methodologies. External experts with experience in nursing and in higher education have assessed the overall curriculum and the courses to ensure rigor, consistency and quality.

TABLE VI: PROGRAM ASSESSMENT

Effectiveness of curriculum/ program — continuously refines curriculum and program design, keeping the program current, including discipline-based, general education and electives	
Course evaluations by students	<ul style="list-style-type: none"> • Effectiveness of curriculum & teaching methods in courses • Effectiveness of program in skills & knowledge progression
Field studies evaluation by students and by employers	<ul style="list-style-type: none"> • Adequate balance of knowledge & skills, theory & practice • Effectiveness of program in meeting students' expectations • Effectiveness of program in meeting employers' expectations
Student survey and/or focus group mid-point through the program and at graduation	<ul style="list-style-type: none"> • Effectiveness of the program in skills & knowledge progression • Adequate balance of knowledge & skills, theory & practice • Effectiveness of program in meeting students' expectations • Effectiveness of institutional and program resources and support • Preparedness of faculty • Preparedness of students upon entering individual courses
Program statistics	<ul style="list-style-type: none"> • Student retention • Student course success • Student progression through program • Correlation of student success and training/ job experience prior to entry into the program
Survey of RNB program faculty	<ul style="list-style-type: none"> • Preparedness of students upon entering individual courses • Preparedness of students upon entering the program
Graduate follow-up and industry feedback — assesses effectiveness of program in meeting career goals and employer expectations and uses findings to refine curriculum and teaching methodologies	
Survey of program graduates nine months after graduation	<ul style="list-style-type: none"> • Effect of program completion on career • Effectiveness of program in meeting job expectations • Wage and career progression
Survey of employers of program graduates nine months after graduation	<ul style="list-style-type: none"> • Effectiveness of program in meeting job expectations • Observed increased skills and performance • Perceived strengths and weaknesses of current program
Oversight by an RNB Advisory Committee – provides ongoing support and program review	
RNB Program Advisory Committee	<ul style="list-style-type: none"> • Completeness & relevance of curriculum to employer needs • Trends in field, technologies, practices and job markets
Survey of faculty satisfaction — assesses adequacy of program support and faculty training	
Survey of RNB program faculty	<ul style="list-style-type: none"> • Effectiveness of institutional & program resources & support • Preparedness to teach the curriculum
Impact on two-year programs — assesses impact of RNB program on existing associate nursing degree	
Survey and/or focus group of students enrolled in two-year degree programs	<ul style="list-style-type: none"> • Impact of RNB program on the quality of the 2-year degree • Impact on faculty availability and support • Impact on institution & program resources & support • Impact on culture
Survey of faculty teaching the two-year associate degree programs	<ul style="list-style-type: none"> • Impact of RNB program on the quality of the 2-year degree • Impact on faculty availability and support • Impact on institution & program resources & support • Impact on culture

Qualified faculty

Bellevue College projects 20 FTE enrollment during year 1 of the RNB program, with full capacity achieved by 2015 with FTE of 30. To support this number of students, the program will need one new full-time equivalent faculty (FTEF) in nursing. Faculty teaching general education courses will teach these courses as part of their ongoing load, so no additional faculty will be required in areas outside nursing.

Faculty teaching in the program will be required to hold a minimum of a master's degree. As noted, Bellevue College's associate-degree nursing program is nationally accredited by the NLNAC, whose standards also require faculty to hold a minimum of a master's degree in nursing.

TABLE VII: FACULTY PROFILES				
Faculty Name	Credentials	Clinical Expertise	Status	Course(s)
Lisa Tedeschi	BSN, MS	Medical Surgical, Critical Care	FT	Transition to Baccalaureate Practice, Nursing Leadership
Sybil Weber	BSN, MSN	Family Practice (ARNP), Public Health, Behavioral Health	FT	Family and Community Health Nursing
Nancy Karnes	BSN, MSN	Diabetes Management, Critical Care, Medical Surgical	FT	Professional and Therapeutic Communication
Samatha Girard	BSN, MN, PhD Candidate	Public Health, Emergency Care, Medical Surgical	FT	Scholarship Inquiry
Jocelyn Anderson	BSN, MN	Medical Surgical	FT	Health Information Technology
New FTEF Faculty	Master's or above		FT	Nursing courses
Jason Benchimol	PhD, Philosophy	N/A	PT	Biomedical Ethics
Anthony Tessandori	MA, Anthropology	N/A	FT	Cross-cultural medicine
Erin Vernon	PhD, Economics	N/A	PT	Economics of Healthcare

Student enrollment

Based on the enrollment patterns of Bellevue College's existing applied baccalaureate programs, it is expected that about two-thirds of the students will attend full-time. Of those attending part-time, the majority will carry ten credits per quarter and finish within seven quarters.

TABLE VIII: ENROLLMENT PROJECTIONS					
Year	1 2013-14	2 2014-15	3 2015-16	4 2016-17	5 2017-18
Headcount	25	41	80	80	80
FTES	20	23	30	30	30
RNB Graduates	0	13	24	28	28

Serving place-bound working adults

The program has been designed specifically to serve place-bound, working nurses and will be taught as a low-residency, hybrid delivery model. As previously mentioned, synchronous connection through a computer and video camera will be available in campus-based courses for those who cannot commute to the college.

Recruitment and Facilitation of Articulation Requirements

Through wide distribution of the entrance prerequisites to all feeder programs in the state, students will have ample opportunity to take any prerequisite courses that are not required as part of their associate degree. In addition to typical channels of information sharing through Vice-Presidents of Instruction and Advising Departments, the program chairs of associate-degree nursing programs are well networked and rapidly disseminate information to their colleagues and students, which will ensure that students currently enrolled in associate-degree nursing programs know about this new RNB pathway.

BC staff plan to meet this fall with the feeder colleges to discuss admission requirements, which will also be disseminated through the above-mentioned strong network of nursing faculty. All registered nurses must pass the same exam, the NCLEX-RN, and all associate degree in nursing programs cover essentially the same knowledge and clinical skills. Thus, the key advising questions will be in regard to general education

credits. Students may wish to take an additional humanities course prior to program application.

Students are already aware of the new degree program as a result of a student survey conducted at community and technical colleges in March 2012 and have been contacting the college to find out when they can enroll. Recruitment will be conducted at the community and technical colleges, through the Bellevue College website, and at hospitals, clinics and other healthcare providers. Area hospitals have requested the program to provide a pathway to the baccalaureate for their RNs who currently hold the associate degree, and have offered the opportunity to provide information sessions and program materials on their campuses and during nursing shifts.

Selective Admissions Consistent with Open Door Institution

Although the new degree will employ a selective admissions process, it will be consonant with the college's open door philosophy and similar to the selective admissions process used for the associate degree in nursing program. Applicants who meet the entrance prerequisites (See Table I) and can demonstrate a minimum overall grade point average of 2.0 will be admitted to the degree program on a space available, first come, first served basis.

Bellevue College's associate-degree nursing program, the most local feeder for the RNB program, already serves a diverse population; over the past five years, multicultural students account for an average of 32 percent of participants.

The bachelor's program will employ many of the practices implemented by the college's Office of Equity and Pluralism to attract a diverse student population to the college. These include:

- Recruit people of color who are BC program graduates and professionals to serve as role models, serve on the advisory committee and make presentations to currently enrolled associate degree students to encourage them to pursue the bachelor's degree;
- Engage in targeted marketing and through mailed marketing materials to encourage persons of color and from underserved populations to apply to the program;
- Coordinate program diversity efforts with the institution's office of Multicultural Student Services;
- Apply best practices for identifying potential hires from underrepresented groups;

- Work with hospitals and professional organizations to develop additional strategies to attract a diverse student body from workers in their employment ranks who do not have a bachelor's degree; and,
- Regularly assess recruitment/retention efforts with regard to underrepresented populations, and continually monitor and strive to improve the program's culture of appreciation and respect towards diversity.

Once the degree is approved, the Bellevue College Foundation will begin discussions with regional hospitals and healthcare organizations to create RNB program scholarships to assist those that could otherwise not attend. Students will also be able to apply for existing BC scholarships that serve financially disadvantaged students and students of color.

Appropriate student services plan

As a community college, one of BC's strengths is the variety of student-focused support services that help students achieve success in accomplishing their goals. Students in the RNB program will be supported by the same high-quality student services that all students receive. As Bellevue College has added new applied baccalaureate degrees, the college has focused on integrating support for baccalaureate students across the institution. For example, additional FTE have been added in enrollment services to provide transcript evaluation for incoming applied-baccalaureate students. Similarly, program advisors for applied baccalaureate degrees assist students who wish to continue to master's degrees with transition. All self-support baccalaureate programs return a portion of the tuition paid to the college to provide program support to baccalaureate students. Integrated student services position Bellevue College well to add a new baccalaureate degree in nursing.

The following services will be those most frequently used by baccalaureate students.

Student Advising, Retention and Success: The model that has worked well for the college's baccalaureate programs and will be used for the new degree is an imbedded program manager who works one-on-one with students to facilitate their success. The manager assists students with their educational planning and progress towards degree completion while supporting the program chair and faculty who conduct academic advising. Each student will have an individualized schedule and advising plan. Students can use internet advising services and degree planning worksheets to access their information. The online degree planning tool helps faculty advisors and students evaluate, monitor and track the student's progress toward completion of a degree.

Student retention and student success are the college's top priorities. As mentioned the two existing bachelor's degrees have an average retention rate of 88 percent. Students appreciate and respond to having a specific person they can go to for assistance. Program faculty will work with students who need additional assistance to develop personalized student success strategies.

Academic Success Center (ASC): The ASC assists students in successfully completing their college courses through one-on-one and group tutoring, workshops, classes and open labs in reading, writing and math.

Computer Labs: BC provides a wide variety of specialized computer and learning labs to enhance learning and student success as well as a 200-computer open lab.

Credentials Evaluation: Full-time credentials evaluators have extensive experience evaluating transcripts from accredited institutions. They will evaluate incoming students for compliance with admission requirements and student records for all degree requirements when students near graduation. Program faculty will evaluate all transfer or prior learning requests for core courses.

Disability Resource Center (DRC): The DRC provides assessment and accommodations for students with documented disabilities. They provide special course materials; coordinate testing for disabled students and assist faculty to provide appropriate accommodation.

Financial Aid: The financial aid office prepares and disburses federal, state, and institutional aid for all BC students. Students can monitor the process of their application online.

Job Placement: Providing help with career advancement and job placement will be priorities for the new BAS. An effective advisory board comprised of regional healthcare employers will help to identify jobs. Through the required practicum courses, students will develop potential job contacts. When the program chair networks with hospitals and clinics to market the new degree program, it will create awareness of the program and opportunities for information on new employment. The Center for Career Connections has been successful in helping students find jobs by providing career planning and job placement assistance and conducting career fairs.

Multicultural Student Services (MCS): MCS offers advising and mentoring, tutoring, emergency financial assistance, and support for the college's multicultural student population.

Online Services: All students have online access to the book store, records and grades, registration, advising, faculty communication, and library services. As an example of integrated services, the library has added extensive online collections and resources. Library faculty have also developed upper-division research workshops for students in applied baccalaureate programs. The distance education office provides extensive technology assistance and student services for all online students.

TRiO: Students who are first-generation college, low-income, or have a documented disability receive academic and personal support. Services include tutoring, study skills, advocacy, and laptop computer lending. The Department of Education has approved extension of this program to all bachelor's degree students who fit eligibility criteria.

Veteran's Administration Programs: The Veterans Affairs Office assists all eligible veterans, reservists, dependents, and VA chapter 31 students.

Appropriate staff and administration

Bellevue College implemented its first applied-baccalaureate degree in 2007, a second program in 2009, and a third in 2012. We have been assessing and adjusting the model for program administration as more programs are added, which has led to the following model for program administration.

At Bellevue College, program chair responsibilities are typically filled by full-time faculty members (see Table VII). In addition to managing the program, the baccalaureate nursing program chair will teach one course per quarter, providing valuable connection to and insight into many aspects of the program. Administrative responsibilities for the faculty program chair include:

- curriculum development, revision, and implementation;
- advising of students;
- marketing the program to new students;
- conducting articulation with both two-year and graduate programs;
- initiating employer outreach;
- participating in college governance; and
- engaging in ongoing program assessment to maintain the program's currency.

The advising section in the student services plan states that educational planning will be handled locally from within the program by the Program Manager. The Program Manager will also:

1. provide information about the program to prospective applicants;
2. monitor student progress;
3. guide students to other available student services to aid in their success;
4. assist students with advising or course issues.

The Program Manager position is a full-time exempt position. It will also provide administrative support for the program, its chair and the faculty. This model has worked well in the college's three existing baccalaureate programs.

TABLE IX: ADMINISTRATION AND STAFF			
Name	Title	Responsibilities	Program Effort %
Lisa Tedeschi	Program Chair	Manage RNB program, conduct program assessment, hire faculty, oversee budget, market program, oversee admissions, implement recommendations of advisory committee (66% administration; 33% instruction)	66%
To be hired	Program Manager	Provides administrative support to chair, faculty and students Provides student services assistance to applicants and students to promote student success	100%
Total Staff FTE			1.66

Commitment to build and sustain a high quality program

The RNB program will be funded as a self-support program. The tuition will be set at the same level as state-funded applied bachelor's degree programs, which for 2012-2013 is \$245.45 per credit.

Most of the courses will be taught as hybrid courses, with much instruction and student course work taking place online. Students will come to campus one or two days each week, depending on their schedule, for interactive learning. This inverted classroom model is not only convenient for working adults; research shows that using classroom time for content engagement rather than purely for lectures leads to better student

engagement and learning outcomes.⁸ Course meetings will be scheduled at convenient times for working nurses and not during peak campus use times, so no new facilities or classrooms will be required for the program. Specialized instructional resources will include library subscriptions to nursing periodicals and software licenses for healthcare information technology unique to nursing. Funding has been included in the budget to cover the annual expenses associated with these resources.

Bellevue College is committed to the long-term success of the new degree and will set aside funds to launch and fund the program until it collects adequate tuition to be fully self-sufficient. An extremely high level of interest in the program has been expressed by local hospitals, as well as current associate degree students at BC and other system colleges, so we expect full enrollment and full self-support within three years. Estimated program expenses are detailed in Table X, below.

TABLE X: ESTIMATED RNB PROGRAM EXPENSES

	Year 1	Year 2	Year 3	Year 4	Year 5
Administrative Salaries (1 FTE)	48,500	48,500	48,500	48,500	49,955
Full-time Faculty Salaries (1 FTE)	57,500	58,500	59,500	60,500	61,500
Part-time Faculty Salaries	54,000	54,000	54,000	54,000	54,000
Curriculum Development Stipends	8,000	4,000	4,000	4,000	4,000
Benefits	57,120	56,100	56,440	56,780	57,615
Goods and Services	5,000	3,000	3,000	3,000	3,000
Travel	3,000	3,000	3,000	3,000	3,000
Equipment	5,000	5,000	3,000	3,000	5,000
Indirect	28,574	27,852	34,716	34,917	47,614
Total Costs	266,694	259,952	266,156	267,697	285,684

TABLE XI: ESTIMATED RNB PROGRAM REVENUE					
Program Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
	20 FTE	23 FTE	30 FTE	30 FTE	30 FTE
Self Support Tuition and Fees ⁹	294,000	338,100	441,000	441,000	441,000

As noted, within three years, the RNB program should be fully self-supporting. Estimated Program Revenue is detailed in Table XI, above.

⁸ National Center for Academic Transformation: <http://www.thencat.org/Monographs/IncSuccess.htm>
08.24.12

Program specific accreditation

As noted previously, BC's associate-degree nursing program is nationally accredited, a voluntary process that goes beyond the required state regulation of all clinical nursing programs. Bellevue College plans to seek national accreditation for its RNB program through the Commission on Collegiate Nursing Education (CCNE). CCNE accredits baccalaureate, graduate and residency nursing programs that meet its guidelines for effective nursing education. Program accreditation is a voluntary process, which Bellevue College's RNB program plans to undergo to ensure its ongoing quality.

CCNE accreditation will require the RNB program to apply to CCNE; prepare a self-study, and host an on-site visit, which can take place only after students have been enrolled for a full academic year. The college will begin the application process and plan to schedule a site visit for late spring or early summer quarter of 2014; accreditation is retroactive to the time of a site visit, so if our application is successful, the first graduating class will complete from an accredited program .

Pathway options beyond baccalaureate degree

Graduates of the RNB program who are interested in obtaining a graduate degree will be well prepared for masters in nursing programs. The closest option for place bound students who want to pursue the master's in nursing (MN) is UW-Bothell. In addition, nurses who complete the degree may want to pursue a master's in nursing informatics. The UW offers an online program in Clinical Informatics and Patient-Centered Technologies (CIPCT) for which graduates with the BSN would be eligible to apply.

Expert evaluation of program

Bellevue College has selected two experts to provide external review.

Mindy Schaffner, RN, MSN-CNS, PhD is the Nursing Education Advisor at the Washington State Nursing Care Quality Assurance Commission. We choose Mindy Schaffner as an external review due to both her extensive expertise as a nurse educator and to her overview of nursing education in the state of Washington.

⁹ As noted, the RNB program will be self-support. Tuition charged to students will be the same as charged to students in state-support applied baccalaureate programs. Tuition is figured on \$245 per credit.

Dr. Elizabeth Torrence, RN, MN, EdD, has extensive experience with RN to BSN education, beginning at Loyola University in New Orleans, where she helped launch the RN-BSN program, as well as at Seattle University and Seattle Pacific University in Washington State. She is currently a manager, research and educator at Providence Everett Medical Center.

Full comments from the experts are included in Appendix III. Summaries of their comments follow, along with the modifications made to the proposal to address their comments.

Dr. Schaffner commented that it was not clear where policy development and care/case management were incorporated in the curriculum. Course descriptions were revised to clearly note where these topics are covered. Policy development is covered in both NURS 401, the Nursing Leadership Course, and NURS 410, Family, Community and Public Health Nursing. Case/care management is covered in NURS 401, Nursing Leadership.

Dr. Schaffner additionally commented that she liked the Transition to Baccalaureate Nursing Practice and Health Information Technology courses. She noted that the transition course could possibly be fewer credits, although the number was probably okay given the content covered. Both students and faculty will assess all courses during the first year of the program. Faculty will make appropriate adjustments based on all assessment data points, which could include a change in total credits for a course.

Dr. Torrence particularly noted the need to include evidence-based practice throughout all the program courses, which faculty are now planning to do. She also emphasized the development of a professional portfolio by students, which faculty will incorporate throughout the courses. Students will produce artifacts for the professional portfolio throughout their time in the program. This will help develop a reflective baccalaureate-prepared nurse.

Specifically, Dr. Torrence added medication reconciliation as a topic within the Healthcare Information Technology course.

Gerianne Babbo, while not formally providing external evaluation, has been invaluable in our program planning process. Gerianne currently serves as Associate Dean of Nursing Programs at Olympic College in Bremerton, Washington. She was instrumental in the development of the first RNB program at a historically two-year college in Washington State. Olympic College's RNB program was one of four pilot applied baccalaureate programs at CTCs in Washington State. Gerianne's knowledge and input have been critical in insuring that the curriculum for BC's RNB program is of high quality

and aligned with accreditation requirements. Gerianne holds BSN and MN degrees from the University of Washington.

Appendix I: Statement of Need for Bachelor of Science in Nursing: RNB Program

Form A: Cover Sheet for New Degree Program Proposal

Program Name: RN-Baccalaureate - Bachelor of Science in Nursing

Institution Name: Bellevue College

Degree: BS Nursing

Level: Bachelor

Type: Science

CIP Code: 51.3801

Proposed Start Date: Fall 2013

Projected Enrollment (FTE) in Year One: 15

At Full Enrollment by Year: second year - 2014

Funding Source: Self Support

Mode of Delivery

Single Campus Delivery: Bellevue College main campus, Bellevue WA

Distance Learning: Some courses will be hybrid, synchronous distance, or online.

Contact Information (Academic Department Representative)

Name: Thomas Nielsen

Title: Vice President of Instruction

Address: 3000 Landerholm Circle SE, MSA202, Bellevue WA 98007-6484

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Email: tom.nielsen@bellevuecollege.edu



August 9, 2012

Chief Academic Officer

Date

Introduction to the degree

As part of its plan to fulfill the legislative proviso that states: *Bellevue College is authorized to offer baccalaureate degrees in.... healthcare services and management... and preprofessional preparation for medical fields,*” Bellevue College is planning to implement an RN-Baccalaureate degree, with projected admission of students in fall quarter 2013. In addition to its strong associate degree nursing program, Bellevue College will draw on its experience and expertise in Healthcare Information Technology, creating a unique BSN program that educates generalist nurses who also have skills in healthcare management and healthcare information technology.

The degree will be designed for nurses who have previously earned the registered nurse (RN) credential and an associate’s degree in nursing (ADN). In approximately one year of full-time study, admitted students would be able to earn a bachelor of science (BSN) in nursing.

Relationship to institutional role, mission and program priorities

Bellevue College requires that every new program align to its mission, which states:

Bellevue College is a student-centered, comprehensive and innovative college, committed to teaching excellence that advances the life-long educational development of its students while strengthening the economic, social and cultural life of its diverse community. The college promotes student success by providing high-quality, flexible, accessible educational programs and services; advancing pluralism, inclusion and global awareness; and acting as a catalyst and collaborator for a vibrant region. (Approved by Board of Trustees, June 11, 2008.)

Along with continuing education, certificates, professional/technical degrees and transfer degrees, baccalaureate degrees are a means through which Bellevue College provides the level of education required by local employers and citizens. As entry-level and career advancement criteria change to demand baccalaureate level education, Bellevue College responds to local employer needs for individuals with a bachelor’s degree by ensuring pathways to transfer for its graduates, and, on the occasion when those pathways do not exist or are inadequate to meet demand, by developing its own applied baccalaureate degrees. Developing baccalaureate degrees is a fully integrated component of Bellevue College’s strategic planning. “Applied Baccalaureate Development” is a president’s cabinet-level priority, with goals assessed annually. The

college has determined that any applied baccalaureate degree to be added must fill a workforce need and build upon the college's existing programmatic strengths.

Bellevue College is well known for its strong healthcare programs, including two-year degrees in diagnostic ultrasound, electroneurodiagnostic technology, nuclear medicine technology, radiation therapy and radiological technology, as well as its nursing program. Two of Bellevue College's three approved Applied Baccalaureate Degrees are in healthcare fields: the BAS in Radiation and Imaging Sciences builds on the college's strong radiation and imaging programs, and the Healthcare Technology and Management degree provides a pathway for holders of a broad range of two-year healthcare-related degrees.

The RN-Baccalaureate will build on another of the college's strong healthcare programs, nursing. Bellevue College's associate degree nursing program was established in 1967, and has been in continuous operation since. It has also been continuously nationally accredited by the National League for Nursing Accrediting Commission (NLNAC). Bellevue College has chosen to develop the RN-Baccalaureate to provide a pathway for its associate degree graduates, and the graduates of other associate-degree nursing programs, to achieve the baccalaureate degree. As we will demonstrate, existing RNB programs do not have adequate capacity to meet the growing need for this credential, and employers hiring staff RNs are increasingly giving preference to candidates with the baccalaureate degree.

In 2009, Bellevue College was granted accreditation by the Northwest Commission of Colleges and Universities (NWCCU) to offer baccalaureate degrees. The college currently offers three bachelor's degrees: BAS in Radiation and Imaging Sciences, BAS in Healthcare Technology and Management, and BAA in Interior Design. Baccalaureate degrees play an important role in Bellevue College's commitment to provide "high quality, flexible, accessible education programs" that strengthen "the economic . . . life of its diverse community." The college is located in an area whose economy is driven in great part by healthcare. Area hospitals have long requested that the college offer an RN-Baccalaureate program. BC plans to develop this degree to meet local employer demand for highly skilled employees, and to ensure that our area residents will have access to the education they need to succeed in their chosen fields.

Support of statewide strategic plans

An RNB program, which will award the bachelor of science in nursing degree (BSN), supports the goals outlined in the State Board for Community and Technical Colleges (SBCTC) Mission Study and the Higher Education Coordinating Board (HECB) Strategic Master Plan for Higher Education. Both plans identify strategies to increase the number

of baccalaureate-educated adults as a means to strengthen the economy and serve workforce needs for more highly educated “locally grown” workers that will

- Strengthen state and local economies by meeting the demands for a well-educated and skilled workforce.
- Achieve increased educational attainment for all residents across the state.
- Use technology, collaboration and innovation to meet the demands of the economy and improve student success.

In addition to increasing the percentage of people with the baccalaureate degree, an RNB program will meet the growing need for nurses with the bachelor’s degree, particularly in our Puget Sound service area, which has a high concentration of hospitals and other medical services, and where the BSN is an entry-level requirement for many nurse positions.

Meet the demand for a skilled workforce

External trends have led to an increasing need for nurses with not only an RN license, but also for nurses of diverse backgrounds and nurses with a baccalaureate degree. Of particular note are the following drivers of increased demand:

- *The Future of Nursing: Leading Change, Advancing Health*, a 2010 Institute of Medicine (IOM) report, which recommended increasing the percentage of nurses with a BSN degree or above to 80% by 2020.¹⁰ Similarly, in 2005 the American Organization of Nurse Executives (AONE) called for all RNs to be prepared at the baccalaureate level, due to the increasing complexity of healthcare.¹¹
- The IOM report stresses the need to increase diversity in the nursing profession. Community college student populations tend to be more diverse than those at 4-year universities in the same geographic areas.¹² Washington State’s CTCs enroll more than 30% students of color.¹³ Recruiting CTC nursing graduates into an RNB program could rapidly increase the diversity of the nursing workforce in WA State.

¹⁰ <http://www.rwjf.org/humancapital/product.jsp?id=72857> 12.07.11

¹¹ www.aone.org/.webloc 07.30.12

¹² <http://www.washington.edu/diversity/diversitystats2011.pdf> 12.07.11

¹³ International enrollments excluded.

- Nurses at all levels of training are “in demand” in Washington State and nationally. Both short- and long-term employment projections suggest increased need for nurses, with over 2000 positions open annually in the state.¹⁴
- Nurses, like the general population, are aging. The aging U.S. population will place increased demands on the healthcare system at the same time as aging nurses begin to retire.¹⁵
- Qualified applicants are still turned away from nursing programs, primarily due to a shortage of instructors and clinical sites.¹⁶

Bellevue College is prepared to help meet the need for more baccalaureate-educated nurses. The college is well positioned to add a BSN program: current nursing faculty are all qualified to teach at the baccalaureate level, and the college has strong relationships with area employers, ensuring adequate clinical placements. Our partnership with community health agencies will allow us to contribute to a needed increase in the number of nurses with the BSN without further straining limited clinical placement sites.

Bellevue College is also ready to graduate more diverse nurses with the BSN. BC’s Associate Degree Nursing program enrolls a diverse cohort of students. Table I, below, shows proportions of multicultural¹⁷ and white students in BC’s fulltime nursing cohorts over the past three years. Also included are data on male students, who are historically underrepresented in nursing. The part-time option is new, so only one year of data is included. If a representative subset of students were to move on after the associate degree to the RNB program, Bellevue College could contribute to gradually increasing the diversity of nurses with the baccalaureate degree. Increasing the percentage of diverse nurses to reflect the demographics they serve is a goal of the Washington Center for Nursing, the National League for Nursing, the American Association of Colleges of Nursing, and the Institute of Medicine.¹⁸

¹⁴ www.workforceexplorer.com 12.07.11, www.bls.gov/oco 12.08.11

¹⁵ <http://www.wacenterfornursing.org/nursing-education/master-plan-for-nursing-education/> 12.08.11

¹⁶ <http://www.wacenterfornursing.org/nursing-education/master-plan-for-nursing-education/> 12.08.11

¹⁷ Composition of the multicultural category varies from term to term. For example, the FT cohort starting Winter 2013 has 1 student identified in each of the following categories: African American, Chinese, Filipino, Native American, Native Hawaiian, and Vietnamese, and two who chose “other race.” In some cohorts, this category has included up to two white students with immigrant status who are non-native speakers of English, typically from Eastern Europe.

¹⁸ www.wacenterfornursing.org/current-projects/diversity-initiative/ 07.30.12

Table I: BC Nursing Student Demographics by Cohort

	Total	Code 800 (white) ¹⁹		Non-800 (multicultural)		Male	
		#	%	#	%	#	%
FT 2011 Fall start	36	26	72%	9	25%	4	11%
FT 2012 Winter start	36	22	61%	14	39%	2	6%
FT 2012 Fall start	36	21	59%	13	37%	4	11%
FT 2013 Winter Start	36	24	67%	10	28%	7	19%
PT 2012 start	16	10	63%	5	31%	2	12%
WA state ²⁰ nurses			96%		< 4%		6%

Employer and community demand

During the recent economic downturn, hospitals and other healthcare facilities, like most Washington State businesses, laid off employees and/or decreased hires. Despite this downturn, nurses with LPN and RN credentials remain in demand in every county in Washington State.²¹ Additionally, longer-term projections for nursing indicate a growing need for RNs. Washington Center for Nursing’s “Washington State Registered Nurse Supply and Demand Projections 2011-2031” predicts that RN demand will outpace RN supply by 2017 or earlier. By 2031, supply is expected to be short of demand by as many as 21,000 RNs, even with an increase of RN graduates.²² As nursing, like all areas of healthcare, becomes more advanced and complex, more and more RN positions are also requiring the BSN. Bellevue College thus plans to add a BSN option for its graduates and other nurses with the associate degree, helping them become more skilled and marketable in our rapidly changing healthcare environment.

Bellevue College assessed area employer demand for RNs with the BSN through multiple methods, including in-person interviews with hiring authorities, telephone interviews with hiring authorities, and a needs survey, which received 58 unique responses from hospitals, outpatient facilities, long-term care facilities, and public health organizations.²³ **Eighty-nine percent of respondents (N=48 of 54) stated that Bellevue College’s offering an RN-BSN program would benefit their organization.** Multiple respondents referenced the IOM report recommending that 80% of nurses have a BSN

¹⁹ When percent does not equal 100, 1 or more students did not submit ethnicity information.

²⁰ www.wacenterfornursing.org/current-projects/diversity-initiative/ 07.30.12

²¹ <https://fortress.wa.gov/esd/employmentdata/reports-publications/occupational-reports/occupations-in-demand> 04.04.12

²² <http://www.wacenterfornursing.org/> 03.27.12

²³ See appendix A for complete employer survey results

by 2020, and included remarks related to decreased levels of error and increased critical thinking skills in nurses with the BSN compared to nurses with the ADN.

Swedish Medical Center has moved to a new “BSN in five” contract with all new nursing hires beginning summer, 2012. If the hospital hires a nurse with the associate degree, the nurse will be required to earn the BSN within five years or be terminated.²⁴ This extensive need to upgrade existing staff knowledge and skills is not reflected in the posted position openings for RNs with BSN. Many employer survey respondents **noted the need for professional development for their existing staff**, as well as hospital readiness for magnet status.²⁵

Two area hospitals currently have magnet status, which requires all nurse managers to hold at least the baccalaureate degree:²⁶ Seattle Children’s Hospital and the University of Washington Medical Center. Magnet status is awarded by the American Nurses Credentialing Center (ANCC) to hospitals that meet standards of staffing and care on multiple axes. Magnet status attracts both nurses and patients and is one way for a hospital to differentiate itself in a competitive environment. We expect additional area hospitals to apply for magnet status.

Given Washington State’s goal of 80% BSN nurses by 2020, up from the current ~51%, changes in the federal healthcare law, and the highly competitive nature of nursing in the King/Pierce/Snohomish county areas, we expect the need for RNs with the baccalaureate degree to continue to grow.²⁷

Gap between number of graduates and available jobs

The state Department of Health’s Nursing Care Quality Assurance Commission (NCQAC) collects and reports data provided by nursing schools under Washington State law. The 2010-2011 annual school report states that, “all nursing program levels received more qualified applicant student admissions than space available for these students.”²⁸ The inability to admit all qualified students directly contributes to the existing gap between the number of graduates and available jobs.

On Bellevue College’s employer survey, 72% of respondents (respondent N=57) indicated that they frequently (14%) or sometimes (58%) had trouble hiring

²⁴ June Altaras, Nurse Executive, Swedish, meeting with BC on June 19, 2012.

²⁵ See appendix A for complete employer survey results

²⁶ www.nursecredentialing.org/magnet

²⁷ <http://www.wacenterfornursing.org/> 04.02.12

²⁸ www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingPrograms.aspx
07.30.12

baccalaureate level RNs to fill their hiring needs.²⁹ The Washington Center for Nursing predicts that the number of RN graduates will keep pace with open positions until 2015, when the number of positions will begin to exceed the number of appropriately qualified nurses.³⁰ In order to move into a management position, an RN must almost always have a BSN. Thus, for a nurse who wants to advance professionally, or to leave direct patient care, the move from RN with ADN to RN with BSN is essential.

Even during this current period of time, when supply is projected to meet demand, the Puget Sound area has numerous open positions for RNs with the BSN. In addition to surveying and speaking with local employers, the college used indeed.com, an employment meta-search tool, to assess local demand for RNs and the number of positions that require the BSN. As a vertical search tool, indeed.com allows for specific search parameters and aggregates only employment data that meet the entered parameters. It is possible to enter multiple search criteria, such as key words and location of the job postings aggregated, to get current local data on hiring.

For example, on Monday, March 26, in a search on www.indeed.com for jobs with the key words “nurse” and “BSN” and a geographic limitation of “within 25 miles of Seattle” there were 122 newly posted positions. In the week between March 26 and April 2, 2012, 378 new positions for RNs were posted, again in the area within 25 miles of Seattle. These are weekly new positions. Even if 378 new positions is a large week for new postings, if one used 10% of those postings as a baseline, the number of positions available within 25 miles of Seattle during one year ($37 \times 52 = 1,560$) is equivalent to the total number of new RNs graduated in Washington State each year.

On July 30, 2012, results of an indeed.com search for RN positions within 25 miles of Seattle, excluding management positions, which typically require the BSN, indicated a very **strong preference for applicants with the BSN even for staff nurse positions**. Of the first ten jobs on the list, 8 out of 10 employers preferred the BSN, and 7 of 10 employers stated that they would pay more to a nurse with a BSN. Table II, below, illustrates the type of positions and the strong preference for the BSN. These are shift-work jobs at hospitals that are not nurse magnets – in other words, typical RN positions.

²⁹ See appendix A for complete employer survey results

³⁰ <http://www.wacenterfornursing.org/> 04.02.12

Table II: RN positions, excluding management, within 25 miles of Seattle

Position	Employer	BSN	Additional pay for BSN
RN-inpatient	Virginia Mason	Preferred	Yes
RN-inpatient	Evergreen Hospital	Preferred	Yes
RN-PACU	Virginia Mason	Preferred	Yes
RN-CCU	Evergreen	Preferred	Yes
RN-med/surg	Evergreen	Preferred	Yes
RN-med/surg per diem	Evergreen	Preferred	Yes
RN-ER night shift	Virginia Mason	No mention	N/A
RN – Ob/Gyn	UW-Northwest Hospital	Preferred	UW postings do not include salary
RN-ER/Urgent care	Group Health	Preferred	No mention
RN-cardiac triage	Virginia Mason	Preferred	Yes

Local hospitals frequently offer increased pay for staff RNs with the BSN. Virginia Mason Medical Center and Evergreen Health Systems offer additional compensation for nurses with the BSN in addition to the RN credential in positions that are open to both associate-degree and baccalaureate-degree nurses.³¹ See Table II, above.

As nurses advance into management positions, which usually require the BSN, salaries increase. As Table III illustrates, of the first 10 jobs for nurse managers (search terms RN and manager) in a search on indeed.com on July 31, seven positions required the BSN and the other three preferred the BSN. As nurses advance into upper management, the master’s degree becomes the entry-level requirement and the BSN is assumed.

Table III: Nurse manager positions within 25 miles of Seattle

Position	Employer	BSN
Nurse manager - labor & delivery	Swedish-First Hill	Required
Nurse manager - family childbirth	Swedish-Ballard	Required
Nurse manager - cardiac care	Overlake	Required
Nurse manager - OR	UW Medical Center	Required
Nurse manager - ambulatory surgery	Ambulatory Surgery Center	Required
Nurse manager - home infusion, hospice	Providence	Preferred
Nurse manager - clinical study	Children's Hospital	Required
Assistant nurse manager- rehab	UW Medical Center	Required
Assistant nurse manager- rehab	Harborview	Preferred
Assistant nurse manager - orthopedics	Harborview	Preferred

³¹ Employment search on indeed.com 07.30.12

Salaries typically advance commensurate with the nurse's move into a management position. Salary.com, an online job and salary search tool, provides the following median salaries for nurses in Seattle with progressive levels of responsibility: Staff Nurse: \$71,342; Charge Nurse/shift supervisor: \$77,694; Head Nurse/manager: \$96,879.³²

Multiple paths to RNB in Bellevue

Over the past several years, area hospitals have repeatedly asked Bellevue College for an RNB program to help them meet their need for employee professional development. In fall 2011, Bellevue College noted on the ICAPP matrix its intent to develop an RNB program. On February 6, 2012, Bellevue College convened a meeting with nursing directors from UW-Bothell, UW-Tacoma, and Olympic College. A representative from the Washington Center for Nursing was also present at the meeting. Participants discussed the growing need for RNB pathways, and UW-Bothell and Bellevue College both expressed interest in offering an RNB program in Bellevue.

On March 22, 2012, University of Washington-Bothell (UW-B) posted a notice of intent to expand its existing RNB program to its north Bellevue site, contingent on receiving additional state funding to do so. The notice was posted six weeks after the February 6 meeting between the colleges. Subsequently, there was discussion and agreement between the Bellevue College president and the UW Chancellor for both colleges to proceed with program development in order to meet the growing workforce need.

Having assessed the backlog of associate degree nurses who will need to acquire the BSN, as well as the current number of associate degree graduates and the growing need for nurses with the baccalaureate degree, Bellevue College believes that two RNB programs in Bellevue could better meet this growing need than would a single program.

Bellevue College's RNB program will provide unique opportunities to its students. For example, the RNB will include healthcare information technology courses, both required and elective, that will prepare nurses for the increasing technological demands of the profession. In addition, the Bellevue College campus offers a full array of onsite student services, including academic and personal counseling, diversity services, fitness and wellness center, food service, multicultural services, and career services.

The Bellevue College RNB program will be offered through self-support funds and will not place any additional strain on scarce state funds. Our strong base in the current associate-degree program, existing faculty prepared to teach in the program, demand

³² www.salary.com 07.31.12 search terms "nurse RN" "charge nurse RN" and "head nurse RN"

from area employers and demand from graduating students will ensure a successful program.

Built from existing professional and technical programs

Bellevue College has a well-established and high quality associate degree nursing program (ADN). The nursing program was established in 1967 and has been in continuous operation for 45 years. It has been state approved and nationally accredited since its inception. Currently, the program has 7 fulltime and 13 adjunct nursing faculty. In 2009-2010, Bellevue College and multiple workforce and industry partners were awarded a Department of Labor (DOL) nursing and allied health program expansion grant, which allowed the college to expand nursing program admissions from 56 to 72 fulltime students per year. In addition to 72 fulltime students, the college also accepts 16 part-time students each year. Detailed enrollments are in Table IV, below.

TABLE IV: Bellevue College Nursing Program Enrollments 2006-2011				
YEAR	Enrollments	FTES quarterly	FTES Annualized	Headcount
2006-07	567	227.135	75.712	102
2007-08	553	221.2	73.733	104
2008-09	561	225.07	75.023	106
2009-10	649	259.466	86.489	125
2010-11	754	301.734	100.578	151
Total	3084	1234.605	411.535	588

Student demand

Bellevue College assessed student demand through an online survey of current associate degree nursing students in system colleges. We chose to survey students from multiple system colleges for several reasons: 1) the college was already aware of the strong need for a program by associate degree graduates at BC; 2) we planned to offer a low residency hybrid program that would be accessible by residents outside the Bellevue area; 3) we wanted a sense of the broader need on the part of students.

The survey received 230 responses from students at seven colleges.³³ Ninety-five percent of respondents indicated that they would definitely (73%) or possibly (22%) be interested in enrolling in an RNB program offered at Bellevue College. In response to “*please describe any benefits a bachelor’s of science in nursing would offer you, as compared to an associate’s degree in nursing*” respondents noted: opportunities to

³³ See appendix B for complete student survey results

work at magnet hospitals; the Institute of Medicine (IOM) report; increased research skills; knowledge of community health; increased confidence; and desire to move into management. Of particular note was that thirty-two respondents (22% of 145 who left specific comments) noted a desire to continue to graduate school after earning the BSN.

Washington State’s community and technical colleges have 28 Associate Degree Nursing programs. Eleven of these programs are in the Puget Sound area – King, Pierce and Snohomish counties – and many of these eleven are among the larger programs in the state. In 2010-11, Washington State’s 34 community and technical colleges graduated 1690 associate-degree nurses ready to take the NCLEX. Of those graduates, 711 were from CTCs in the Puget Sound area. Table V, below, indicates details on the number of associate degree nursing graduates from each Puget Sound area college in 2011.³⁴

TABLE V: RN Nursing Graduates 2010-2011	
System Colleges	1690
Puget Sound Colleges	
Bellevue	41
Clover Park	24
Everett	84
Highline	72
Lake Washington	82
Pierce	32
Renton	32
Seattle District	153
Shoreline	87
Tacoma	104
Puget Sound Total	711

In addition to the annual graduates from associate-degree nursing programs, there is a large backlog of nurses with the associate’s degree currently employed, with limited RNB capacity for these nurses to pursue further education. The Bellevue College RNB program will be designed for working nurses, to help Washington state meet the IOM goal of 80% baccalaureate degree nurses by 2020.

As noted, given the high concentration of hospitals and other medical facilities in the Puget Sound area, the entry-level requirement for a BSN is becoming more and more

³⁴ All numbers from SBCTC data 04.23.12

prevalent in Bellevue College's service area. The college believes that the most efficient way to meet the growing local need for baccalaureate-qualified nurses is for Bellevue College to add an RNB pathway to complement our existing associate degree program.

Efforts to maximize resources to serve place bound students

Similar programs in the area

Puget Sound is the most highly and densely populated area of Washington State, home to more than 50% of the state's population and four cities of over 100,000 within a 30 mile radius: Bellevue (124,798), Everett (103,019), Seattle (608,660) and Tacoma (198,397).³⁵ The existing RNB programs (4 in Puget Sound area) do not have adequate slots to meet the student and employer demand for nurses with the baccalaureate degree. As previously noted, the Nursing Care Quality Assurance Commission (NCQAC) reported in 2011 that all nursing programs in the state received more qualified applicants than the spots available for those students.³⁶

Olympic college, on the Olympic Peninsula, is the only community college to offer the RN-BSN. Washington State has two public four-year universities that offer RN-BSN programs: University of Washington at Tacoma and Bothell campuses, and WSU at main campus, three satellite campuses, and online. Four private universities offer RNB programs: Seattle Pacific University (Seattle), Gonzaga University (Spokane), and Walla Walla University (Walla Walla). Western Governors University (WGU) offers a fully online program to residents of Washington and other states.

Online programs such as WGU's are a good option for placebound students who have the requisite technical skills, internal motivation and learning style to succeed in a fully online environment. For students who do not thrive in fully online environments, a group that includes many current working nurses, the sole local option for the RNB is the University of Washington-Bothell.³⁷

UW-Bothell's Notice of Intent (NOI) stated a plan to add a Bellevue cohort group to its existing cohort of approximately 140 students admitted to the RNB each year, which will increase, but not fully meet, the need for access. Even with this addition of slots, there will be fewer than 200 eastside spots for approximately 700 local area associate degree

³⁵ <http://2010.census.gov/2010census/data/>

³⁶ www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingPrograms.aspx 07.30.12

³⁷ Traffic in Puget Sound typically prevents working students from travelling from Bellevue to Tacoma for school.

graduates,³⁸ plus previously graduated nurses with the associate degree who want to pursue the baccalaureate.

Data indicate that the aggregate admission rate of qualified applicants to all BSN programs is 60.4% in Washington state, indicating a clear need for additional programs to move qualified applicants to their desired degree.³⁹ Bellevue College is ready to offer an RNB program to meet local workforce needs and increase the diversity of baccalaureate-prepared nurses.

Program designed for working nurses

The RNB program is being designed with working nurses in mind. The program will be delivered in a hybrid, low-residency model. Students will come to campus once or twice per week, depending on their course load. Classes will also be provided by simultaneous broadcast for students unable to travel to campus. The college has tested this hybrid simultaneous broadcast model in our existing BAS in Radiation and Imaging Sciences program. This delivery method has been highly successful for both the students in the classroom and those participating through virtual means.

Options for collaboration

Bellevue College, Olympic College and the University of Washington (Bothell and Tacoma campuses) met in February 2012, to discuss the need for baccalaureate-prepared nurses and how our respective institutions could work together to meet the employer needs. A representative of the Washington Center for Nursing was also present at the meeting. Options discussed included UW-Bothell's planned expansion into their Eastside Leadership Center in Bellevue, and Bellevue College's desire to implement the RNB, also in Bellevue. As noted in the section entitled "gap between number of graduates and available jobs," above, the need to produce additional RNs with the baccalaureate degree is so great that two programs in the central eastside of Lake Washington will help meet the demand.

Bellevue College nursing faculty have talked with faculty from the Seattle Community Colleges and Wenatchee Valley College about the possibility of developing shared curriculum for future core RNB courses, which could further increase efficient pathways to the BSN in the future.

Bellevue College is actively working with the Washington Nursing Action Coalition (WNAC), the Washington Center for Nursing (WCN), and the Council on Nursing

³⁸ See Table V, page 13, for detail

³⁹ Nursing Care Quality Assurance Commission School Report 2009-2010

<http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingPrograms.aspx>

Education in Washington State (CNEWS) to collaborate statewide to prepare the appropriate number of nurses at each level of credential and education. The Washington Center for Nursing notes that an “RN-BSN program at Bellevue College is one asset to add to our already-strong nursing education system.”⁴⁰

Unique aspects of Bellevue College’s RNB program

The RNB program at Bellevue College will not only help meet the increased employer demand for nurses with the bachelor’s of science in nursing, but will also provide unique options for students to choose classes in Healthcare Information Technology (HIT) and/or Healthcare Management. Bellevue College has expertise in healthcare informatics and information technology, which will benefit future nurses as well as information technology professionals. The growing role of information technology in the healthcare setting requires additional knowledge and skills of all healthcare professionals, including nurses. In interviews with local employers, as well as in feedback on the college’s recent employer survey, healthcare information technology and human resource management/leadership were two areas rated strongly by more than 90% of respondents (Table VI).⁴¹

Table VI: Employer rating of baccalaureate-level nursing skills

Q: *When hiring an RN with the BSN, please rate the level of importance you assign to each of the listed skills.*

Skill	Critical	Nice to have	Irrelevant	Response total
Advanced Nursing Practices	29.9% (14)	69.2% (36)	3.8% (2)	52
Communication Skills	86.5% (45)	11.5% (6)	1.9% (1)	52
Community/public health	9.8% (5)	58.8% (30)	31.3% (16)	51
Cultural competency	64.7% (33)	31.3% (16)	3.9% (2)	51
Healthcare finance	17.3 (9)	61.5% (32)	21.5% (11)	52
Healthcare information management/technologies	36.5 (19)	55.7 (29)	7.69 (4)	52
Healthcare policy and regulatory environment	33.3 (17)	62.7% (32)	3.9% (2)	51
Human resource leadership/management/supervision	34.6% (18)	59.6% (31)	5.7% (3)	52
Patient care management	77.6% (41)	20.7% (11)	1.8% (1)	53
Teamwork	88.4% (46)	7.6% (4)	3.85% (2)	52
Technical writing	32.6% (17)	42.3% (22)	25% (13)	52
Total respondents				52

⁴⁰ Communication from WCN to SBCTC 07.24.2012 see appendix C for complete communication

⁴¹ See appendix A for full employer survey results

Conclusion

Bellevue College looks forward to speaking with SBCTC system trustees about our plans for an RN-Baccalaureate program. We believe this program will be a key element in helping our region meet the Institute of Medicine goal to have 80% baccalaureate-level nurses by the year 2020. An eastside RNB pathway housed on a community college campus will provide an accessible pathway for graduates of associate degree nursing programs at system colleges. It will also meet the expressed needs of our many local employers, as well as the current and future healthcare needs of Washington state.

Appendix II: Course Descriptions

Bachelor of Science in Nursing – RN-Baccalaureate

Core Nursing Courses

NURS 301 Transition to Baccalaureate Nursing Practice – 5 credits

This bridge course provides the conceptual background and essential skills for success in a baccalaureate nursing program and the professional nursing role. Course covers: critical thinking, scholarly writing, and leadership at the BSN level, as well as the relationship between research, theory, and evidence-based practice. Students will conduct a reflective analysis of life-long learning goals.

NURS 310 Scholarship Inquiry: Connecting Research to Practice – 5 credits

Examines the nature of inquiry, basic research concepts, language and processes. Content and process will focus on how research contributes to the development of nursing knowledge, improves nursing practice, and enhances professional development and professional accountability. Qualitative and quantitative research methods are compared. Students will critically appraise and interpret nursing research studies in order to enhance their understanding of the research process. Ethical and legal rights of human subjects are explored. Student will explore the considerations of nursing research related to diverse populations. (Program outcomes 1, 3).

NURS 350 Professional and Therapeutic Communication – 5 credits

Provides baseline skills for progression to master's level work. Enhancing therapeutic communication with clients from diverse populations. Advancing professional communication with colleagues. Conflict management, team-building. Concepts and skills for oral and written communication. Tools for professional communication. Types of writing in different professional roles. (program outcomes: 4, 5)

NURS 401 Nursing Leadership – 5 credits

Covers the analysis, integration and application of principles of leadership and management to health care organizations and to population-based efforts across the health care delivery system. Focus is on interaction and socialization into the professional role. Special emphasis is placed on the practical skills needed for nurses to succeed as leaders and managers in today's local, state, national and international health care environment. Explores nurse leadership roles: care/case manager, change agent, educator, contributor to policy development, etc. Project in an area of nurse leadership is required (program outcomes: 3, 4)

NURS 410 Family, Community and Public Health Nursing – 5 credits

Focuses on the role of the nurse in community and public health models. Introduces tools for community assessment. Concepts of health promotions, disease prevention and risk reduction are included. Evidence-based practice for the health of groups, aggregate populations and communities on a local to global scale. Analyzes epidemiological, economic, socio-cultural, policy, and political issues that impact local, national and global healthcare delivery. (program outcomes 5, 6)

Practicum placements – 3-6 credits

All students will complete a 3 credit practicum associated with the family, community and public health nursing course. Students will also have opportunities to complete additional practicum credits in an area of interest such as health information technology for nursing.

NURS 450 Health Information Technology for Nurses – 5 credits

This course covers health information systems and informatics concepts encountered in healthcare settings. Course content focuses on healthcare information technology concepts, terminology and key health information systems and technology. Students will explore their own role as nurses in implementing patient-centered care in an environment of advancing technology. Students will critically evaluate health information systems and their role in patient safety, safe medication administration, maintenance of patient privacy, data security, and efficacy of health care processes. Course content will provide the student knowledge and skills to use information management and patient care technologies to deliver safe and effective care to diverse patient populations in a variety of settings. (RNB program outcomes 2, 3, 4, 5) (CCNE Essential IV)

General Education**PHIL 365 Biomedical Ethics – 5 credits**

Examine ethical issues that arise in healthcare, such as provider-patient relations, death and dying, reproductive issues, human and animal experimentation, and bioethics and public policy. Offers the knowledge and skills needed to research, analyze, and evaluate positions taken on these or related issues. Special attention is paid to the practical use of ethics in clinical practice and in public society.

ECON 315 Economics of Healthcare – 5 credits

Covers the principles of micro and macroeconomics as applied to the healthcare industry. Examines how healthcare demand differs from that of other goods. Major topic areas include identifying and measuring the cost and benefit of marketing and

government solutions to various healthcare issues, the role risk plays in the demand for and supply of health insurance, the incorporation of general healthcare, medical care, government policies and health insurance in determining impacts on private profit and social economic well-being.

ANTH& 235 Cross-Cultural Medicine – 5 credits

Everyone gets sick at some point in their lives, but how this sickness is viewed and treated is a cultural phenomenon. View health, disease, sickness, and healing from a global lens through the consideration of biology, culture, and political and economic systems. Knowledge of the rapidly expanding field of medical anthropology is essential for future health practitioners for competency in dealing with diverse patients.

Elective Course(s)

RAIM 325 Organizational Theory & Behavior in Healthcare – 5 CR

Presents theory and practice of how organizational design affects group and interpersonal interactions as it applies to healthcare. Includes organizational structures, culture, and change management. Topics include the various roles and responsibilities of physicians, nurses, specialists, generalists, allied health professionals, and administration; and the basics of errors, safety, waste, efficiency and efficacy in the context of healthcare systems.

NURS 290 Global Health & Nursing – 5 CR

Focuses on global health care within the domain of community health nursing and culturally competent practice. Provides students an opportunity to apply community health concepts in an international environment: gaining experience in diverse health care settings and participating in a community nursing health project.

Appendix III: External Expert Review

Bellevue College has selected two experts for external review. Their complete comments are included following their bios, below.

Mindy Schaffner, RN, MSN-CNS, PhD is the Nursing Education Advisor at the Washington State Nursing Care Quality Assurance Commission. We choose Mindy Schaffner as an external review due to both her extensive expertise as a nurse educator and to her overview of nursing education in the state of Washington.

Dr. Elizabeth Torrence, RN, MN, EdD, has extensive experience with RN to BSN education, beginning at Loyola University in New Orleans, where she helped launch the RN-BSN program, as well as at Seattle University and Seattle Pacific University in Washington State. She is currently a manager, research and educator at Providence Everett Medical Center.

Friday, September 7, 2012 2:41:51 PM PT

Subject: RE: Curriculum Review - RN-BSN Program at Bellevue
Date: Tuesday, September 4, 2012 10:58:24 AM PT
From: Schaffner, Mindy (DOH)
To: Leslie Heizer Newquist
CC: Lisa Tedeschi, Kevin McCarthy

Dear Leslie,

Thank you for sending this to me for comment. Here are my thoughts and are not reflective of any formal commission action.

1. Major Elements missing: I am not sure where policy development is incorporated? It could be included in NURS 401 Leadership? It would be good to call that out if it is true. Another area is care/case management. Again, it could be in NURS 401, but needs to be spelled out. How many credits of practica will be for community and public health nursing? The leadership component requires study and **practice** (this usually involved change projects or something similar). Will the practica include this type of experience or is it related to informatics and public health only?
2. Unnecessary courses: None noted. Like the transition course and health information technology. The credit load on the transition course could probably be less, but is probably OK for the content covered.

Nice job.

Mindy Schaffner, PhD, MSN, CNS, RN
Nursing Education Advisor
Washington State Nursing Commission
P.O. Box 47864
Olympia, Washington 98504-7864
Phone: 360-236-4745
Fax: 360-236-4738

Physical Address: 111 Israel Road Tumwater, Washington (Building TC2)

Web: <http://www.doh.wa.gov/hsqa/professions/Nursing/default.htm>
Provider credential lookup: <https://fortress.wa.gov/doh/providercredentialsearch/>

Public Health - Always Working for a Safer and Healthier Washington

This message may be confidential. If you received it by mistake, please notify the sender and delete the message. All messages to and from the Department of Health may be disclosed to the public.

From: Leslie Heizer Newquist [mailto:leslie.newquist@bellevuecollege.edu]

Page 1 of 2

Bellevue College Proposed RN-BSN Program – Dr. Elizabeth Torrence full comments, highlighted in yellow

Program Learning Outcomes

Successful graduates of the program will meet all course and program learning outcomes. The program learning outcomes for the RN-BSN, which reflect the program mission and the Essentials of Baccalaureate Nursing for Professional Practice⁴² guidelines, are as follows: Graduates will be competent in Research and Scholarly Inquiry, Health Information Technology, Professional Values and Role Development, Leadership, Communications, and Community and Public Health.

Competencies in each outcome area will be based on measurable evidence. For example, successful graduates will:

7. Evaluate and apply evidence-based research to clinical practice (Research and Scholarly Inquiry outcome)
8. Appraise protective and predictive factors, including genetics, (could not find genetics thread in the curriculum) which influence the health of individuals, families, groups, communities and populations (Community and Public Health outcome)
9. Develop and implement creative (wonder if creative is as useful as “known successful” – One of the most difficult activities for the RN in the work environment is to implement a strategy that is not founded in evidence...if the BS graduate knew 2 or three successful ways to change embedded systems, they could rally success) strategies to enable systems to change (Leadership outcome)
10. Negotiate and resolve conflicts to support professional, positive working relationships (Communications outcome)
11. Utilize intra- and inter-professional resources to resolve ethical and other practice dilemmas (Professional Values and Role Development outcome)
12. Assess and fully utilize sophisticated healthcare information management systems to maximize patient outcomes (Health Information Technology outcome)

Graduates of the program will have added research skills (are these skills defined?), management knowledge and skills, understanding of and experience in community and

⁴² <http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/baccalaureate-graduate/standards> 08.23.12

public health settings, and increased ability to utilize emerging healthcare information technologies.

Course Descriptions

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NURS 310 Scholarship Inquiry: Connecting Research to Practice – 5 credits

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