



**STATE BOARD FOR COMMUNITY
AND TECHNICAL COLLEGES
INSERT PRESENTATION DATE
PROGRAM PROPOSAL
BACHELOR OF SCIENCE IN NURSING
(LPN-TO-BSN)
GREEN RIVER COLLEGE**

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Cover Page — Program Proposal

Program Information

Institution Name: Green River College

Degree Name: Bachelor of Science in Nursing

CIP Code: 51.3801

Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:

Degree: Practical Nursing

CIP Code: 51.3901

Year Began: 1964

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2022

Projected Enrollment (FTE) in Year One: 16

Projected Enrollment (FTE) by Year: 32

Funding Source: State FTE

Mode of Delivery

Single Campus Delivery: Yes

Off-site: No

Distance Learning: Hybrid

Program Proposal

*Please see criteria and standard sheet. **Page Limit: 30 pages***

Contact Information (Academic Department Representative)

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Chief Academic Officer signature

The Program Proposal must be signed. To sign, double click on the signature line below.



2/10/2022

Chief Academic Officer

Introduction

Institutional Overview

Green River College is a public two-year college that offers educational opportunities in transfer, career technical, four-year applied baccalaureate degrees, adult basic education, and community and continuing education. Green River is centrally located between Seattle and Tacoma in Auburn, Washington. The college's service area spans the cities and school districts of Kent, Auburn, and Enumclaw in South King County, which has seen tremendous growth and rapidly increasing diversity. In 2020-21, Green River served over 14,081 credit and non-credit students, representing 7,785 annualized full-time equivalent students.

Program Overview

The Green River Practical Nursing Program began 1964, after the directors of nursing at the Auburn Hospital contacted the college requesting the development of a practical nursing program. The program was approved by the Washington State Board of Practical Nurse Examiners on July 17, 1964 and has been serving the community ever since. Since 1965, the program has graduated 1,320 practical nursing students and has seen three generations of nursing students graduate from the program. The Green River Nursing department offers the following programs: Practical Nursing (Full-time and Part-Time Hybrid), MA to LPN (Full-time and Part-Time Hybrid), Nursing Assistant, Emergency Room/Patient Care Technician and MA-Phlebotomy.

The primary purpose of the Nursing department is to provide quality education for students and foster an environment that promotes collegial dialogue, develops ethical behavior, and values professional development. In alignment with the college's new mission and vision, the Nursing department strives to be ranked among the very best of nursing programs by meeting the needs of employers and allowing graduates to meaningfully contribute to the healthcare of a diverse community. To prepare students to face today's inclusive approach to health care delivery, the curriculum is founded on the integration of the social determinants of health, health equity and addressing health disparity while recognizing the unique needs of the diverse population the program serves.

Green River College is proposing to expand its nursing offerings to include a ladder option from a two-year Associate Practical Nursing program (PN) to a Bachelor of Science in Nursing (BSN). Currently, licensed practical nurses (LPNs) have limited opportunities for academic progression. The proposed program will provide opportunities for LPNs who wish to continue with their nursing education and achieve their goal of becoming a registered nurse (RN). By adding a BSN option, the college will meet the changing healthcare needs of the South King and Pierce Counties. As of 2019, there were 3,896 licensed practical nurses in Pierce and King Counties, which makes up approximately 48% of the state's licensed practical nurses.

The College's Practical Nursing Program is approved by the Washington State Nursing Care Quality Assurance Commission and nationally accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), located at 2600 Virginia Ave NW, Washington, DC 20037. On average, 85 percent of students who start the program successfully complete the program

and are eligible to sit for the NCLEX-PN. The Green River Practical Nursing Program has a 98 percent average NCLEX pass rate. Further, 95 percent of the graduates report working in the field of nursing within the first 6-12 months after graduation.

Criteria 1

Curriculum demonstrates baccalaureate level rigor.

Mission

The mission of the Green River College Nursing Program is to provide quality education to prepare students as safe, competent practitioners within our diverse healthcare community. Graduates of the Green River College Nursing Program will be qualified candidates for the successful completion of the NCLEX and prepared for advancement in continuing healthcare education.

Vision

To meaningfully contribute to the advancement of healthcare in a diverse community.

Philosophy

The nursing faculty values all members of the collaborative healthcare delivery team. The faculty believes in preparing all students to be safe, quality, and competent practitioners within each level of nursing practice and within their scope of practice.

Nursing education is a collaborative process which values the individuality of each student. Adult learning principles are more effectively applied when the student is actively engaged in his or her learning. The faculty promotes critical thinking regarding related concepts throughout the nursing process and the evaluation is based on the satisfactory performance of the individual course criteria.

Program Learning Outcomes

1. Integrate knowledge for the arts and sciences to manage the care of clients across the life span using evidence-based practice and clinical reasoning to inform decision making.
2. Provide holistic, person-centered, population health care to diverse populations including community and public health.
3. Utilize research information to improve health of diverse clients across the life span.
4. Minimize harm to clients through quality assurance and improvement
5. Use systems-based practice to coordinate and manage care to provide safe, quality, and equitable care.
6. Integrate informatics and other healthcare technologies to inform decision making when managing and delivering safe, high-quality, and efficient health care in accordance with best practice and professional and regulatory standards.
7. Demonstrate accountability for personal and professional development, including the professional identity of a bachelor of science prepared registered nurse, and lifelong learning.
8. Apply leadership principles and quality improvement when intentionally collaborating with the interdisciplinary health care team to provide evidence-based, safe, quality nursing care.

The LPN-BSN Program learning outcomes are substantially linked to the American Association of Colleges of Nursing (AACN) Essentials. These essentials are developed nationally to provide a framework for building nursing curriculum. Each essential is specifically designed to outline necessary curriculum content and expected competencies for baccalaureate nursing students. Further, the program outcomes are in alignment with the Washington State Administrative Codes that govern bachelor's level nursing education. See Table 1 below for alignment of program outcomes to the AACN Essentials and WACs.

Table 1. Program Outcomes Alignment

Program Outcome	AACN Essential	WACs
Integrate knowledge for the arts and sciences to manage the care of clients across the life span using evidence-based practice and clinical reasoning to inform decision making.	Essentials Domain 1: Knowledge for Nursing Practice	WAC 246-840-542 (4)
Provide holistic, person-centered, population health care to diverse populations including community and public health	Essentials Domain 2: Person-Centered Care Essentials Domain 3: Population Health	WAC 246-840-542 (6b)
Utilize research information to improve health of diverse clients across the life span.	Essentials Domain 4: Scholarship for Nursing Discipline	WAC 246-840-542 (6c)
Minimize harm to clients through quality assurance and improvement	Essentials Domain 5: Quality and Safety	WAC 246-840-542 (6a)
Use systems-based practice to coordinate and manage care to provide safe, quality, and equitable care.	Essentials Domain 7: Systems-Based Practice	WAC 246-840-542 (6a)
Integrate informatics and other healthcare technologies to inform decision making when managing and delivering safe, high-quality, and efficient health care in accordance with best practice and professional and regulatory standards.	Essentials Domain 8: Informatics and Healthcare Technologies	
Demonstrate accountability for personal and professional development, including the professional identity of a Bachelor of Science prepared registered nurse, and lifelong learning.	Essentials Domain 9: Professionalism Essentials Domain 10: Personal, Professional, and Leadership Development	
Apply leadership principles and quality improvement when intentionally collaborating with the interdisciplinary health care team to provide evidence-based, safe quality nursing care.	Essentials Domain 6: Interprofessional Partnerships Essentials Domain 10: Personal, Professional, and Leadership Development	WAC 246-840-542 6a

Program Evaluation Criteria and Process

The Green River nursing faculty and staff participate in an ongoing, systematic, evidence-based process designed to demonstrate program effectiveness in achieving program outcomes with a commitment to continuous quality improvement. The program has also developed a comprehensive assessment plan to ensure systematic collection of data to support quality improvement efforts. The

program collects, reviews, and analyzes data, as guided by the program's assessment plan, to inform decisions related to all aspects of the program and decisions regarding program integrity and educational attainment of students. Both formative and summative measures are used to assess achievement of expected program outcomes. See Appendix A for the program's assessment plan.

In addition, the Nursing department is required by the Washington State Nursing Care Quality Assurance Commission (WAC 246-840-512) and its national accrediting body, the National League for Nursing Commission for Nursing Education Accreditation, to develop an annual systematic evaluation plan that focuses on continuous quality improvement. The systematic evaluation plan must identify quality indicators and benchmarks that are used for an ongoing evaluation of program outcomes. The plan requires the program collect and analyze data, seek feedback from faculty, students, employers and health care partners and use that feedback to improve the program and the student experience.

Course Preparation Needed by Students Transferring with Technical Associate Degree

The proposed LPN-BSN is built on the existing associate degree LPN program. For entry into the program, students must have successfully completed an LPN program with the following prerequisite general education course work (WAC 246-840-542 (2)) with a minimum of a 2.5 GPA in each:

- 5 credits of college-level Math (MATH&146 or MATH 256).
- 5 credits of college-level English Composition (ENGL&101).
- 5 credits of college-level Humanities, Diversity Distribution (AMES 100, 103, 214, PHIL 206 or 238)
- 5 credits of college-level Communication (CMST&101, 210, 220, 230, or 238).
- 10 credits of college-level Psychology (PSYC&100 and 200).
- 30 credits of college-level Natural Science (BIOL&160, 241, 242, 260, CHEM&121, and NUTR&101)

General Education and Course Work Needed at Junior and Senior Levels in the Baccalaureate Program

The LPN-BSN is a 90-credit BAS program with 48 credits taken as a junior and 42 credits taken as a senior. The program will utilize a hybrid learning model with students attending classes one day/evening a week with their clinical hours completed in a flexible fashion with an average of one day a week throughout the program. Students will be able to complete the program in eight quarters over two academic years.

The program includes 75 credits of core nursing courses and 15 credits of upper general education courses in Humanities and Social Sciences. The upper general education courses were developed in partnership with faculty from English, Communications Studies, Psychology and Anthropology. See Table 2 for the curriculum. To progress in the program, students must complete each course with a minimum grade of 2.5 or higher.

Table 2. Program Curriculum

Course	Course Title	Credits	Modality
Junior Year			
First Quarter			
CMST 330 OR CMST 339	Organizational Communication OR Intercultural Communication in Global Contexts	5	Hybrid
PSYCH 335 OR ANTH 335	Psychology of Aging OR Advanced Cross-Cultural Medicine	5	Hybrid
ENGL 335	Advanced Technical Writing	5	Hybrid
Second Quarter			
BNURSE 312	Registered Nurse's Role in Holistic Health Assessment & Care	3	Face-to-Face
BNURSE 313	Registered Nurse's Role in Holistic Health Assessment & Care Skills Lab	2	Face-to-Face
BNURSE 317	Registered Nurse's Role in Holistic Health Assessment & Care Sim	1	Face-to-Face
BNURSE 314	Pathophysiology, Pharmacology & Physical Assessment for LPN to RN	3	Hybrid
BNURSE 412	Nursing Ethics	3	Hybrid
Third Quarter			
BNURSE 422	Academic Inquiry and Research in Nursing Science	5	Hybrid
BNURSE 424	Evidence-Based Practice in Nursing	3	Hybrid
BNURSE 426	Reflective Practice/Portfolio 1	1	Hybrid
BNURSE 428	Patient Safety and Quality Improvement	3	Hybrid
Fourth Quarter			
BNURSE 332	Applied Critical Thinking in Maternal/Child Nursing	5	Hybrid
BNURSE 335	Maternal/Child Nursing Clinical	2	Face-to-Face
BNURSE 333	Maternal/Child Nursing Skills Lab	1	Face-to-Face
BNURSE 337	Maternal/Child Nursing Simulation	1	Face-to-Face
Senior Year			
Fifth Quarter			
BNURSE 342	Applied Critical Thinking in Advanced Med/Surg Nursing	5	Hybrid
BNURSE 343	Advanced Med/Surg Nursing Skills Lab	1	Face-to-Face
BNURSE 345	Advanced Med/Surg Nursing Clinical	2	Face-to-Face
BNURSE 347	Advanced Med/Surg Nursing Simulation	1	Face-to-Face
Sixth Quarter			
BNURSE 452	Population Health Nursing Practice	5	Hybrid
BNURSE 455	Population Health Nursing Clinical	2	Face-to-Face
BNURSE 454	Nursing Leadership and Healthcare Policy	5	Hybrid
Seventh Quarter			
BNURSE 362	Applied Critical Thinking in Mental Health Nursing	4	Hybrid
BNURSE 365	Mental Health Nursing Clinical	1	Face-to-Face
BNURSE 367	Mental Health Nursing Simulation	1	Face-to-Face
BNURSE 462	Nursing Informatics & Telehealth	3	Hybrid
BNURSE 464	Nursing Care Coordination & Interprofessional Collaboration	3	Hybrid
Eighth Quarter			
BNURSE 475	Nursing Capstone Clinical	4	Face-to-Face
BNURSE 472	Transition to Nursing Practice / NCLEX Prep	4	Hybrid
BNURSE 476	Reflective Practice/Portfolio	1	Fully Online

The curriculum for the BSN is in full alignment with the Practical Nursing Program to Bachelor's in Nursing DTA/MRP Statewide Major Related Program (PN MRP), approved by the Joint Transfer Council in February 2022. The only change that will be made to meet all PN MRP requirements is to transition Green River's current 90 credit LPN Associates Degree to an 80 credit Certificate. This will be done during the 2022-2023 academic year and will include the removal of the CMST elective and NUTR& 101 pre-requisite coursework, which are already listed as an entry requirement for the BSN program. A side-by-side comparison of the newly approved PN MRP and the Proposed BSN program at Green River can be found in Appendix B.

The LPN-BSN program curriculum is sequenced to promote student progression through the program and to support the achievement of learning outcomes and competencies intended for the role of the Registered Nurse (WAC 246-840-542 (1, 3)). The proposed LPN-BSN curriculum will provide the students with experiential learning that supports research and evidence-based practice (WAC 246-840-542 (6c)), intra- and interprofessional collaborative practice, leadership, quality assurance and improvement, care coordination and case management (WAC 246-840-542 (6b)) and student achievement of clinical competence. The curriculum is designed to promote clinical judgement, problem solving and critical thinking at the level of the bachelor's prepared registered nurse (WAC 246-840-542 (4)).

The LPN-BSN program will include a foundations course in the second quarter that builds on previous knowledge of the discipline of nursing, nursing theories, professional values, standards, nursing history and culture, health care delivery systems, and the scientific basis for nursing to expand an understanding of the role of nursing and the registered nurse in the delivery of health (WAC 246-840-542 (1, 5)). Students will examine health from different perspectives including social justice in healthcare, care of self, and the practice of nursing from a holistic, caring framework. The program will also offer a Transition to Practice course that will focus on the professional identity of a BSN-prepared RN, professional development, as well as roles and leadership skills (WAC 246-840-542 (5)).

The proposed LPN-BSN program will provide a variety of experimental learning opportunities. The program will have access to the Nursing departments current clinical sites for learning experiences to enable the student to observe and practice safe nursing care of persons at each stage of the human life cycle (WAC 246-840-542 (3), 246-840-541). These experiences include opportunities for the student to learn and provide nursing care to clients in the areas of acute and chronic illnesses, promotion and maintenance of wellness, prevention of illness, rehabilitation, and support in death. The proposed LPN-BSN program will provide experimental learning opportunities that builds on the current foundation and included specialty area focus such as Advanced MedSurg, Critical Care, Obstetrics, Pediatrics, Mental Health, and Community Health (WAC 246-840-542 (b)).

The nursing department will offer a variety of learning experiences appropriate for the expected role of a baccalaureate prepared nurse through skills laboratory, simulations, and clinical rotations (WAC 246-840-542 (5)). The skills laboratory will offer the BSN students opportunities to practice hands-on skills to bridge the gap between theory and clinical rotations under the guidance of supportive faculty. Simulation labs, also a critical component of nursing education, will allow students to become more confident in dealing with high-pressure situations, learn from mistakes in a safe and supportive environment, and gain experience with conditions that may not be encountered during clinicals.

The Nursing program has worked collaboratively with Clinical Placements Northwest (CPNW) to facilitate clinical placements. The CPNW process for voting on program expansions includes presenting

the expansion at all three regional meetings (North, South and East) at which time schools can present concerns, if any. Green River is a member of both the North and South regions, as we border Pierce and King Counties. Green River representatives presented this program proposal at the three consortiums this fall, and meeting minutes for those are attached, noting no concerns with the proposal from any school in all regions (See Appendix C). The next step was a formal vote by all consortium members. The vote by all regions was due on February 25th, 2022 at 10am. The vote by all regions was to approve the expansion, with all consortium member votes in support. A letter of support from Clinical Placements Northwest was provided to the Washington State Nursing Commission and the Green River College Nursing Department (see Appendix D). Further, we have requested letters of support from all schools within the Consortium of Nurse Educators in Washington (CNEWS) listserv. We received letters of support from the following schools: Clover Park Technical College, Lake Washington Institute of Technology, Shoreline Community College and Everett Community College (See Appendix E).

Criteria 2

Qualified faculty.

The Nursing program's faculty are qualified and diverse to meet program goals and expected outcomes. All the nursing faculty hold an active and unencumbered licensure as registered nurses. All program faculty, staff and administration meet the requirements for professional and technical administrators and instructors in the Washington Administrative Code (WAC 246-840-517; WAC 246-840-523; WAC 246-840-526). See Table 3 for faculty and administrative credentials.

Table 3. Faculty and Administrative Credentials

Position	Staff/Faculty	Credentials	Areas of Responsibilities
Associate Dean of Nursing (1 FTE)	Dr. KaraLynn LaValley	Ph.D. in Nursing, University of Washington (UW), 2018	Administration of the LPN-BSN program/Creating, maintaining teaching and learning environment/ Facilitating curriculum development/ Decision-making/Budget preparation and monitoring/ Involvement with college administration/Faculty development and evaluation/Faculty recruitment/Goal development/ Assurance of WAC rule compliance/ Communication with the Nursing Commission/Communication with the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA)
Full-Time Nursing Faculty (5 FTE)	Rebeca Allen	MN, UW, 2020	Deliver instruction/Assess student achievement of program outcomes/ Develop, implement, and evaluate curriculum/Review and implement program policies/Advise students/
	Jeanine Hatfield	MSN-Ed, Grand Canyon University, 2017	
	Tina Horner	MN, UW, 2015	
	Allyn Nelson	MA (Nursing), New York University, 1987	

	TBD	Qualifications determined at hiring	Select, guide, and evaluate student learning activities/Practice site interaction
Adjunct Nursing Faculty (as needed)	Garth Blackburn	MSN, WGU, 2020	Deliver instruction/Assess student achievement of program outcomes/Develop, implement, and evaluate curriculum/Select, guide, and evaluate student learning activities/Practice site interaction
	Tara James	MSN, UW, 2018	
	LuzMarina Tejada	MSN, UW, 2018	
	Devon Capristo	ARNP in Family Practice, University of South Alabama, 2016	
	Rachele Wright	ARNP in Family Practice, University of South Alabama, 2015	
General Education Faculty (1 FTE)	Dr. Joy Crawford	PhD in Educational Psychology, Human Development and Cognition, University of Washington, 2009	PSYC 335 -Psychology of Aging
	Dr. Christine Dixon-Hundredmark	PhD in Anthropology, University Colorado, 2013	ANTH 335 – Advanced Cross-Cultural Medicine
	James Pyle	MA in English, MFA in Creative Writing, Chapman University, 2010	ENGL 335 - Advanced Technical Writing
	Rachel Stuart	MA in Communication Studies, California State University, 2011	CMST 339 - Intercultural Communication in Global Contexts
	Carel Neffenger	MA in Communication Management, University of Southern California, 1989 and MA in Organizational Systems Renewal, Seattle University, 2009	CMST 330 - Organizational Communication

The advantage to Green River's proposed LPN-BSN program is that all faculty that will be teaching in the BSN program have experience teaching in an LPN program. This experience helps the faculty understand the ethos and the role LPNs play in the healthcare system and are therefore able to seamlessly facilitate academic progression that is tailored to this unique population. Furthermore, several faculty and the associate dean have taught in a bachelor's of nursing program at a four-year institution in Washington state.

Green River will begin recruiting for additional program staff and faculty in Summer 2022. The college has received funding from the Premera Grant to support the hire of a sixth full-time faculty to support the first two years of the program and the intent is to hire a faculty with a doctoral degree that meets the qualifications of the WACs. The program plans to request this position be made permanent during the annual hiring process in 2023-24 to start in Fall 2024.

Furthermore, in 2019, the Washington State legislature passed House Bill 2158 *Creating a workforce education investment to train Washington students for Washington jobs* to help augment nursing faculty salaries. The bill provided all colleges in the Washington State Community and Technical College system with funding to increase nurse educator salaries and to help meet the consistently increasing demand for highly qualified nurses. This funding will allow Green River's nursing department to recruit and retain faculty for the LPN-BSN program with competitive wages.

In addition, the program will hire a Program Manager that will be responsible providing administrative support to the program, associate dean and faculty. A major responsibility will include recruitment, admission, and retention of students for the LPN-BSN program. This position will not include any direct teaching responsibilities. The nursing department's current clinical coordinator, simulation coordinator and lab technician will also support this program. The clinical coordinator is responsible for clinical placement, contracts management, and student tracking for the department.

Twenty-five percent (25%) of the clinical coordinator's load will be dedicated to the LPN-BSN program. The nursing department currently has one full-time faculty on 1/3 release time to staff and coordinate the nursing lab and simulations. The release time for the simulation coordinator will increase to 2/3, with 1/3 dedicated to the LPN-BSN program. Further, the program's lab technician will work with the nursing faculty, the SIM coordinator, and the associate dean to support immersive simulation experiences and other scheduled patient simulation and lab learning activities. Twenty-five percent (25%) of the lab technician's load will be dedicated to the LPN-BSN program.

Criteria 3

Selective admissions process, if used for the program, consistent with an open-door institution.

The BSN degree program will provide place-bound students and incumbent LPNs in the Green River service area access to a nearby, affordable, relevant, inclusive, accessible, and high-quality applied baccalaureate degree. Attracting a diverse nursing workforce is a priority for the program. Over the last three years, the Green River nursing program has strived to recruit a diverse student population that is representative of the communities the college serves. Sixty-four percent (64%) of the 2021-22 cohort of the LPN program are students of color and 19 percent are male.

The LPN-BSN program will follow the same recruitment strategy that are used in the current LPN program. The Nursing department strives to recruit and retain diverse students to enrich the teaching and learning environment by doing the following:

- Foster a culture of equity, diversity, and inclusion
- Showcase opportunities for learning and engagement
- Work collaboratively with communities of interest to develop innovative pathways that support academic and career advancement for incumbent workers
- Regularly assess recruitment/retention efforts from under-represented populations, and continually strive to improve the program's appreciation and respect for diversity.

The Nursing department will work collaborative with the following college departments to promote the program and recruit prospective students:

- Outreach and Recruitment
- Career and Advising Center
- College Relations
- Workforce Education

- Veterans Services
- Specialized departments such as Open Doors and I-BEST

To address academic progression to challenges that face historically underserved and marginalized students, Green River's nursing department will not have expiration date or repeat policies on pre-requisite coursework and will accept a 2.5 GPA on pre-requisite coursework. The nursing department will use a holistic admissions process for the proposed LPN-BSN program that has shown to increase the diversity of the student body as it takes into account a student's life experiences and personal qualities alongside traditional requirements.

Admissions criteria for the LPN-BSN program will include:

- Completion of all pre-requisite coursework with a 2.5 GPA or higher
- Work experience as an LPN
- Active-unencumbered LPN license in the state of Washington
- Completion of Resume
- Completion of Personal Statement

Additional considerations include students underrepresented in nursing, military/veteran, multilingual, and first-generation students. See Appendix F for the admissions rubrics for the LPN-BSN program. Further, the top 24 ranked students will be invited to participate in panel interviews with the nursing faculty. Based on the scoring from the required admissions criteria and the panel interviews, the top 16 students will be offered admission to the program, the remaining students will be offered placement on the waitlist based on ranking.

To help the students bridge the gap from the role of the LPN to RN, the program will include a foundations course. This course will build on previous knowledge of the discipline of nursing, nursing theories, professional values, standards, nursing history and culture, health care delivery systems, and the scientific basis for nursing to expand an understanding of the role of nursing and the registered nurse in the delivery of health. Students will examine health from different perspectives including social justice in healthcare, care of self, and the practice of nursing from a holistic, caring framework.

Criteria 4

Appropriate student services plan.

The Nursing program and the college provide a student-centered learning environment that promote student engagement for its diverse student population. Programs and services are developed and aligned with the institution's mission and vision which center on student learning and success. The college provides a variety of academic and student development services to students and faculty to support continuous improvement in teaching and learning by meeting student needs.

The proposed LPN-BSN program will hire a BAS Program Manager to support the students and faculty in the program. The position will be responsible for promoting the program in the community, recruiting and advising prospective students, oversee program admissions process and new student onboarding. The position will also be responsible for guiding enrolled BSN students through the program and help

them navigate college services as well as managing student data related to program planning, assessment of student achievement, enrollment projections, and state reporting.

Students in the LPN-BSN program will have access to a variety of academic and student development services that meet their needs. These services include but are not limited to:

- Office of the Registrar
- Career and Advising Center
- Benefits Hub
- Counseling Services
- Tutoring and Resource Center
- Library services and eLearning
- Disability Support Services
- Veterans Services
- Workforce Funding & Student Support
- Office of Diversity, Equity and Inclusion
- Financial Aid and Foundation Scholarships

The program will have a dedicated health sciences program specialist in the office of registrar that will work with the BAS program manager to coordinate the LPN-BSN program's admission process. The nursing department will use a holistic admissions process for the proposed LPN-BSN program that has shown to increase the diversity of the student body as it takes into account a student's life experiences and personal qualities alongside traditional requirements.

The Career and Advising Center provides academic and career exploration and planning for prospective and current students pursuing a variety of options. Students can access services in person, over the phone, and via email. Key services for students include the new student advising and registration (NSAR) sessions, first quarter advising, onboarding, transfer resource library, course registration support, and advising triage. The Nursing department is supported by a dedicated health sciences educational planner in the career and advising center that assists prospective students to prepare for admission into the Nursing programs.

The Benefits Hub provides wrap-around support to help students navigate and overcome non-academic barriers to completion. For example, the Benefits Hub provides housing support, emergency aid, financial coaching, transportation assistance, tax preparation help, and support in accessing community benefits. The Gator Pledge can assist students with financial emergencies that often-become barriers to completion, such as food insecurity, housing insecurity, and incidental emergencies such as unpaid utility bills or car trouble. Faculty or staff can initiate Gator Pledge help for a student in need. The Gator Pantry provides free food assistance to students on a temporary basis and connects them to longer-term resources in the community.

Counseling Services provides free, confidential short-term mental health counseling and self-care/wellness education to all Green River students by licensed psychologists, social workers, and professional mental health therapists. Counseling services support students and faculty by providing workshops, classroom visits, and online resources,

The Tutoring and Resource Center provides discipline-specific tutoring, supervised study tables, and basic skills support as well as conversation partners for English language learners. The main tutoring and resource center, located in the Holman Library, provides a computer lab with subject-specific software. The college also has four open computer labs (two on the main campus and one each at Kent and Enumclaw) that include more than 312 computers with access to most of the specialized programs. Each instructional lab is equipped with one or more ADA-compliant workstations, including adjustable furniture and assistive technologies. The Nursing department received a grant from the State Board for Community and Technical Colleges to provide eight hours of tutoring per week to Nursing department students which is provided by a licensed registered nursing faculty.

Holman Library serves the students, faculty, and staff of Green River College by providing the resources and services necessary to ensure access to information and development of information literacy skills. The Nursing department has a dedicated health sciences library liaison who collaborates with the Nursing faculty on nursing learning resources. eLearning offers 24x7 phone and chat support for students and faculty related to online classes and the college's learning management system, CANVAS that supports learning and teaching in online, hybrid, and in-person formats. To support the growth of the LPN-BSN program, the nursing department secured \$15,000 in HEET grant funding to increase library offerings and reserves specific to the LPN-BSN program.

Disability Support Services works with qualified students with disabilities in a confidential, respectful, and safe environment to identify and develop reasonable classroom accommodations; to ensure equitable opportunity and access for academic and professional goals; and to promote an accessible community where students with disabilities have equal opportunity to participate in college programs and activities.

Veteran Services provides support and services for veterans or eligible dependents using veteran funding. The veteran services office helps students understand complicated regulations related to their VA education benefits and provides additional assistance in locating community resources to assist with employment and housing, as well as planning events and supporting service projects for veterans.

Workforce Education provides funding and student support such as free or reduced tuition, including assistance with books, fees, and educational supplies, to students who qualify. Workforce works with a wide range of students: dislocated workers, Temporary Assistance for Needy Families and food stamps recipients, veterans, and ex-offenders.

The Office of Diversity, Equity and Inclusion (ODEI) is an inclusive, safe, welcoming and accessible space that serves all student in culturally relevant ways in order to empower them to succeed in their educational journeys. Students can receive commencement achievement program, which helps bridge the education gap for historically underserved and underrepresented students, and bilingual services to help navigate their college journey.

The Financial Aid Office is committed to the college's mission and offers an array of grants, scholarships, loans and employment programs to assist eligible students in attaining their educational goals. The office also collaborates with both outside funding agencies and other departments within the college providing funding to students. The office provides information regarding the categories of financial aid available and the application process, including deadlines, priority processing dates, and eligibility criteria, on the financial aid webpage as well as in printed form. Students can connect with financial aid through drop-in, in-person assistance, via telephone, via email, or by accessing their

financial aid portal. The Green River College Foundation oversee and distributes scholarships to students. The Nursing department received a Premera grant that will provide students in the first two cohorts of the LPN-BSN program scholarships totaling \$70,000 (\$35,000 per year).

Criteria 5

Commitment to build and sustain a high-quality program.

Funds to support the program

The Nursing program has the necessary budgetary, human, instructional, physical, and technological resources to achieve the mission, goals, and expected program outcomes. Financial resources for the program are prepared by the ADN based on the operation of the program in collaboration with the dean. The program's operating budget comes from two different sources: (1) a permanent budgetary allocation of \$654,906 from the College's operating budget that pays for full-time and adjunct faculty salaries and benefits, supplies, professional development, and equipment maintenance and repair; and (2) a local fund based on student fees collected from each student enrolled in a nursing course. The local funds pay for consumables used in program courses such as lab and classroom supplies, equipment maintenance, KAPLAN exam fees, and students' criminal background checks.

In addition to operational budget, the nursing department has been very successful in securing grants to fund program development, expansion and to increase program technology to support student learning experiences. There are a number of resources available to launch and support the LPN-BSN program at Green River.

- The Green River Community College Foundation offers at least eight annual nursing specific scholarships to current or prospective Nursing students. In addition, the college's WorkForce Education department provided funding for tuition, childcare, computers/ laptops, textbooks, and program supplies such as stethoscopes for 39% of the Practical Nursing students enrolled in 2020-21.
- HEET Grant of \$232,000 in 2021-22 to support the development of an LPN-BSN pathway. The grant is in partnership with Kaiser, Multicare, and SEIU Union Training Fund to support incumbent workers to academic progression. The grant funding will support curriculum development as well as fund college resources for the program such as library material.
- HEET Special Projects Grant of \$15,746 in 2020-21 for faculty stipends to perform an environmental scan in partnership with employers, students, clinical partners, unions and educational partner. The results from the environmental scan will be used to inform program development and design elements such as clinical rotations, scheduling, and required curriculum and skills necessary for BSN attainment. The nursing department also received an additional funding of \$72,607 to purchase a SimMom to support obstetric simulation experiences.
- Premera Grant funding of \$1.8 million dollars in partnership with the Washington Center for Nursing, Washington State Nursing Commission, and the Washington State Board for Community and Technical Colleges to support program development of LPN-BSN pathways including a direct transfer agreement (DTA) for both an LPN to RN and an LPN to BSN. Green River is one of four pilot schools supported by the Premera Grants to spearhead this

work in Washington state. Green River is receiving \$420,000 of those funds to support the first two years of the LPN-BSN program to include faculty and administrative salaries, simulation support, and student scholarships totaling \$70,000.

Projected Expenses

The nursing department anticipates admitting 16 students annually to this pathway program each fall and expects the proposed program to be self-sustaining within two to three years' time. Significantly, \$420,000 in funding through a grant from Premera will cover expenses for the first two years of the program (i.e., Year 2 and Year 3 below). See Table 4 for the projected budget for the first five years.

Table 4. Projected Five Year Budget

Budgeted Item	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26
Curriculum Development*	\$10,000	\$2,500	\$2,500	-	-
Good and Services	\$2,000	\$1,000	\$1,000	\$1,000	\$1,000
Travel	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Equipment	\$10,000	\$5,000	\$5,000	\$5,000	\$5,000
Library Resources*	\$15,000	-	-	-	-
Marketing	\$2,500	\$1,000	\$1,000	\$1,000	\$1,000
Accreditation Fees	-	\$20,000	\$3,000	\$3,000	\$3,000
Simulation Support*	\$15,000	-	-	-	-
Professional Development	\$5,000	\$2,500	\$2,500	\$2,500	\$2,500
Student Scholarship**	-	\$35,000	\$35,000	-	-
Total Expenses	\$61,500	\$69,000	\$52,000	\$14,500	\$14,500

* These year 1 expenses already supported by grant funding

** These student scholarships are directly supported by Premera grant funding

Curriculum Development: Stipends for full-time faculty to develop the curriculum for the LPN-BSN program.

Goods and Services: Funding for program supplies such as classroom materials, printing, supplies, and honorariums for guest speakers.

Travel: Funding for faculty and staff travel to clinical sites, recruitment activities, and professional development opportunities.

Equipment: Funding for program equipment maintenance, repairs, and replacement.

Marketing: Funding to pay for an initial campaign to market the program and recruit student as well as funding for annual marketing/recruitment material.

Accreditation Expenses: Funding to seek initial accreditation with CNEA for the LPN-BSN program as well as cover annual fees also in subsequent years.

Simulation Support: Funding to support enhanced simulation experiences for the program.

Faculty Professional Development: Funding for annual faculty and staff continuing professional development activities.

Student Scholarships: Premera Grant funding to support student scholarships.

The nursing department has the necessary budgetary resources for nurse administrator and faculty positions to achieve the mission, goals, and expected program outcomes. Table 5 below outlines the projected salaries and benefits for the proposed LPN-BSN program.

Table 5. Projected Salaries and Benefits

Budgeted Item	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26
Full-time faculty*	\$67,458	\$69,482	\$71,566	\$73,713	\$75,925
Adjunct faculty*	\$0	\$20,349	\$20,959	\$43,177	\$44,472
BAS Program Manager (100%)	\$0	\$74,263	\$76,491	\$78,786	\$81,149
Benefits	\$25,392	\$56,619	\$57,603	\$74,835	\$76,009
Total Salary and Benefits	\$92,850	\$220,712	\$226,620	\$270,510	\$277,555

*Initial faculty salaries/benefits are an estimate based on the current faculty contract. These salaries reflect base salaries without enhanced nursing salary funds. Those enhancements are separately funded. Assumes 1 FTE taught by full-time faculty as 2022-23 and 1 FTE taught by adjunct faculty as of 2024-25. An annual estimate of 3% COLA is used. Only new positions are shown. Existing positions for the nursing program are not considered new programmatic expenses.

Full-Time (FT) Faculty: The nursing department anticipates having 1 full-time equivalent faculty (FTEF) teaching in the new LPN-BSN program. The program has one full-time faculty (1 FTEF) dedicated in the 2021-22 academic year to program and curriculum development paid by the HEET grant.

Adjunct (PT) Faculty: The nursing department anticipates hiring five adjunct faculty with a variety of clinical specialties to facilitate lab, clinical experiences, and specialty lecture content for the new LPN-BSN program. The program estimates adjunct faculty to teach 1 full-time equivalent faculty (FTEF).

Program Manager: The nursing department will hire a BAS program manager to help with program administration as well as provide administrative support to faculty. A major responsibility will include recruitment, admission, and retention of students for the new LPN-BSN program.

Additional Program Supports

Nurse Administrator: Twenty-five percent (25%) of the nurse administrator's load will be dedicated to the LPN-BSN program.

Clinical Coordinator: The nursing department has a full-time clinical affiliations coordinator who is responsible for clinical placement, contracts management, and student tracking for the department. Twenty-five percent (25%) of the clinical coordinator's load will be dedicated to the LPN-BSN program.

Simulation Coordinator: The nursing department currently has one full-time faculty on 1/3 release time to staff and coordinate the nursing lab and simulations. The release time for the simulation coordinator will increase to 2/3, with 1/3 dedicated to the LPN-BSN program.

Nursing Lab Technician: The nursing department hired a full-time nursing lab technician in summer 2021 to work with the nursing faculty, the SIM coordinator, and the associate dean to support immersive simulation experiences and other scheduled patient simulation and lab learning activities. Twenty-five percent (25%) of the lab technician's load will be dedicated to the LPN-BSN program.

Facilities

Green River College's nursing department is poised to offer this degree. The college has invested in the program's growth; most notably contributing 1.5 million dollars to a remodel to the nursing facilities. This gave the department additional classroom, lab, and office spaces. The department currently has three dedicated classrooms and two large labs with adequate equipment as well as a high-fidelity simulation suite with an observation room, medication room, and debrief room. Table 6 outlines the program's classroom and lab capacity including the square footage.

Each classroom comes equipped with a projector and audio-visual system for delivering lecture materials, as well as supplies such as calculators and textbooks. All BSN students will have access to a Surface Pro for use throughout the program. The students also have access to the online Nursing Central application for use on-campus and in clinical.

The program's clinical sites are chosen for the optional student learning experience and to promote the education of students, enhance the profession, and benefit the community partner. Clinical experiences will include opportunities to learn and provide care to clients from diverse ethnic and cultural backgrounds. Currently, the program has 27 affiliation agreements with approximately 200 clinical sites (See Appendix G).

Table 6. Program Classroom and Lab Capacities

Building	Room	Room Type	Square Footage	Room Capacity
Marv Nelson Science Center (SC)	SC 134	Nursing Lab	921	12
	SC 135	Storage Room	290	—
	SC 136	Nursing Lab	1,500	24
	SC 137	Nursing Classroom	823	42
	SC 142	High-Fidelity SIM Suite	522	10
	SC 150	Sim Debrief Room	142	8
	SC 122	Conference Room	209	12
Zgolinski Center (ZC)	ZC 104	Nursing Classroom	420	24
	ZC 105	Nursing Classroom	1,064	42
	ZC 107	Faculty Office Suite	1,124	11

Equipment, Technology, and Instructional Resources

The Nursing lab is designed with eight individual bed stations that simulate a hospital environment. The lab is also equipped with a wide variety of hands-on training tools such as lifts, transfer devices, infusion pumps, simulated trainers and supplies. Since the arrival of the current ADN, the program has been able to purchase a number of major instructional equipment to enhance the students' learning environment and experience. Grant funding has allowed the program to purchase a state-of-the-art

Pyxis medication distribution system that is used in today's healthcare settings, as well as advanced simulated trainers for students to practice specific skills on.

The nursing department opened a new simulation lab in winter 2021. The simulation suite has three beds, each with the ability to relay and record audio/visual, patient monitor data using a cloud-based simulation management system. Within the simulation suite there is a medication room with a Pyxis medication distribution system. Adjacent to the simulation area is an observation room that room has three large one-way window systems to observe the simulation area as well as the medication room.

The simulation lab has five high-fidelity simulation manikins: two adults (Nursing Anne), one pediatric (SimJunior), one obstetric (SimMom) and one neonate simulator (Sim NewB). The program uses SimCapture, a learning management system, that records and allows faculty to assess simulation activities. The system captures audio, video, annotations, patient monitors, and simulator data in a single web-based interface. Across the hall from the simulation lab, there is a debrief room with a large screen that can broadcast simulations in real-time, or as a recording that allows students to observe simulation activities and engage in meaningful debrief with faculty.

Anticipated Revenue

The nursing department anticipates admitting 16 students annually each fall and expects the proposed program to be self-sustaining within two to three years' time. Table 7 below displays the projected program enrollments by academic year.

Table 7. Projected Enrollment

	2022-23	2023-24	2024-25	2025-26	2026-27
Junior Year	16	16	16	16	16
Senior Year	-	16	16	16	16
Total	16	32	32	32	32

Table 8 below shows the projected program revenues for student tuition, this does not take into account any attrition that may occur. Student fees cover the cost of course materials including subscriptions services, simulation equipment, consumables, etc.

Table 8. Tuition Revenue by Cohort

	2022-23	2023-24	2024-25	2025-26	2026-27
New Cohort	\$99,007	\$100,987	\$103,007	\$105,067	\$107,168
Continuing Cohorts	\$0	\$ 127,917	\$161,377	\$164,604	\$167,897
Student Fees	\$17,200	\$34,400	\$34,400	\$34,400	\$34,400
Total Revenue*	\$116,207	\$263,304	\$298,784	\$304,071	\$309,465

**Note: Tuition revenue is the operating fee portion of tuition calculated using the upper division tuition calculator for the number of credits in the program each quarter, with an assumption of a full cohort of 16 students. It is projected that tuition will escalate by 2% annually from the current 2021-22 rates.*

The program will continue to seek out grant and alternative funding sources to augment state allocated funding to continue to support the program.

Table 9. Projected Net Income

	2022-23	2023-24	2024-25	2025-26	2026-27
Non-salary expenses (Table 4)	\$69,000	\$52,000	\$14,500	\$14,500	\$14,500
Salary and Benefits (Table 5)	\$220,712	\$226,620	\$270,510	\$277,555	\$284,810
Total Expenses	\$289,712	\$278,620	\$285,010	\$292,055	\$299,310
Revenue (Table 8)	\$116,207	\$263,304	\$298,784	\$304,071	\$309,465
Premera Grant Funding	\$210,000	\$210,000			
Net Income*	\$36,494	\$194,684	\$13,773	\$12,017	\$10,154

*As noted above, the College secured Premera grant funding for \$420,000 for the 2022-23 and 2023-24 academic years (\$210,000 annually), which fully offsets the additional expenses to build the program in the first two years with students, and provides \$35,000 per year for student scholarships.

Table 9 above does not include salary/benefits expenses for which the college is already supporting through departmental revenue and will not be used exclusively by the BSN program.

Criteria 6

Program specific accreditation.

The College's Practical Nursing Program is approved by the Washington State Nursing Care Quality Assurance Commission and nationally accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), located at 2600 Virginia Ave NW, Washington, DC 20037.

The Nursing department submitted the Phase 1 Feasibility Study to the Nursing Commission in October 2021 and will submit Phase 2 by the end of February 2022. Once the college has received approval from the Nursing Commission and the SBCTC to offer the new LPN-BSN program, the nursing department will seek approval from the Department of Education and Veterans Affairs. The college will also submit a substantive change request to the Northwest Commission on Colleges and begin the process to seek initial accreditation at the baccalaureate degree level from the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) in summer 2022.

The nursing department anticipates the proposed start date for LPN-BSN program, at its earliest, would be Fall 2022.

Criteria 7

Pathway options beyond baccalaureate degree.

Graduates from the proposed program will have a variety of options for advancing their education. Table 9 below shows common post-baccalaureate pathways for BSN graduates in Washington state that include leadership or education at the master's and doctoral level, clinical practice at the provider

level as a Doctor of Nursing Practice (DNP) in a variety of specialty areas, and research development at the PhD level.

Table 10. Post-Baccalaureate Pathways

University	Master's Program	Doctoral Program
Gonzaga University	Master of Science in Nursing	Doctor of Nursing Practice
Pacific Lutheran University	Master of Science in Nursing	Doctor of Nursing Practice
Seattle Pacific University		Doctor of Nursing Practice
Seattle University		Doctor of Nursing Practice
University of Washington (UW) Seattle	Master of Science in Nursing	PhD in Nursing Science Doctor of Nursing Practice
UW Bothell	Master of Nursing	
UW Tacoma	Master of Nursing	
Washington State University (WSU) Spokane	Master of Nursing	PhD in Nursing Doctor of Nursing Practice
WSU Tri Cities	Master of Nursing	Doctor of Nursing Practice
WSU Vancouver	Master of Nursing	Doctor of Nursing Practice
WSU Walla Walla	Master of Nursing	
WSU Yakima	Master of Nursing	
Western Governors University	Master of Science in Nursing	

Criteria 8

External expert evaluation of program.

The LPN-BSN program proposal was reviewed by Dr. Dianne Nauer and Dr. Mary Baroni. Program review documentation can be found in Appendix H.

Dr. Dianne Nauer is an assistant professor in the BSN program at St. Martin's University. She has a Doctorate in Education and Nursing Leadership from University of Washington-Tacoma. Dr. Mary Baroni is professor emeritus at University of Washington-Bothell and a Commissioner with the Washington State Nursing Care Quality Assurance Commission. She has a Doctorate in Human Development and Family Studies/Nutritional Sciences from Cornell University.

Dr. Dianne Nauer had no recommendations. She found the proposal to be "well-researched and organized...based on community needs for increased BSN educated nurses." She also noted that the "program planning has been thoughtful and thorough to envision a high-quality BSN education for LPNs who desire academic progression" and that the program's "creative efforts invested...for clinical experiences is to be complimented."

Dr. Mary Baroni asked the program proposal include a discussion on the department's plan for a hybrid model. The program added a paragraph on its plan for offering a hybrid model under Criteria 1 and identified courses offered as hybrid in Table 2.

She suggested the course BNURS 464 Nursing Care Coordination & Interprofessional Collaboration include opportunities for practiced experience as well as in BNURS 424 Evidence-Based Practice in Nursing that would allow students to “partner with community facilities to examine relevant issues or problems currently challenging staff.” The program is currently working with its clinical partners to explore shadow experiences in care coordination for students in BNURS 464. The program has added an assignment in BNURS 424 that will require students to examine problems that they have experienced in practice themselves or have witnessed other health care professionals experience. Students will have to use evidence-based research to develop plans to address those challenges and how that would improve health disparity.

Dr. Baroni indicated that “the area where most post-licensure students are most often deficient is in the humanities and it is not clear which of these would meet humanities requirements.” To clarify, the Communication Studies and English courses are part of the college’s humanities distribution.

She also inquired if a student was admitted with all of their general education requirements met, would they still be required to take the additional 15 upper-division general education electives. The program will allow students to transfer-in upper division course work from a different accredited institution that would meet the general education requirements of Communication Studies, Social Sciences, or English requirements outlined in the curriculum’s first quarter.

Dr. Baroni also inquired how the program’s requirements would change, if at all, if the currently proposed LPN-to-BSN DTA/MRP was approved in the coming year. If the LPN-to-BSN DTA/MRP is approved by the Joint Transfer Council, the Nursing department align its current LPN AAS degree with the new requirements and the AAS degree would become an 80-credit certificate. This would shift the LPN program’s prerequisite course work in Nutrition to an LPN-BSN prerequisite. The Communication Studies requirement for the LPN program would be removed and the Communication Studies requirement for a BAS degree would be met by the upper division elective in the LPN-BSN program.

Dr. Baroni’s overall assessment of the proposed program was that “it is well conceived and thoughtfully addresses potential challenges particularly around the issue of clinical placements.” She commended Dr. LaValley for her thoughtful consideration of concerns raised a number of years ago when Green River tried to propose an LPN-to-BSN program and her efforts to minimize impact on local programs. She also identified the program’s collaboration with three other pilot LPN-to-BSN sites as a strength of the program.

BSN Program Assessment Plan 2022-23		
Evaluation Timeframe	Source	Evaluation Process for Quality Improvement
Annually (summer quarter of academic year)	Course Syllabi	<ul style="list-style-type: none"> All course syllabi are reviewed to ensure policies, course material and assignments, evaluation methods, and resources available to students are up-to-date prior to start of academic year.
	Employment Rates	<ul style="list-style-type: none"> Allows the program to evaluate employability of graduates after program completion.
	Student Handbook (Policies and Procedures)	<ul style="list-style-type: none"> Review of the Student Handbook by the faculty to ensure program policies and procedures complies and are consistent with College policies and procedures where appropriate. This provides the faculty an opportunity to address any issues that have come up over the past school year and to make the necessary revisions prior to publication for the following cohort. All policy changes are voted on by the faculty as a group. Any changes that occur to policy during the school year are those that the faculty have deemed urgent and/or the college or state nursing board has issued and we need to be in compliance with. If this occurs the students are provided written and electronic warning prior to the quarter the policy change is implemented.
	Clinical Evaluation Tool	<ul style="list-style-type: none"> Review and revise clinical evaluation instrument to ensure it effectively measures student achievement of program outcomes as well as aligns with evidence-based practices.
	Systematic Evaluation Plan	<ul style="list-style-type: none"> The annual review of the SEP by the faculty covers all standards (I-V), review progress being made and see areas of focus for the coming year.
Quarterly	Course Syllabi	<ul style="list-style-type: none"> All course syllabi are reviewed to ensure policies, course material and assignments, evaluation methods, and resources available to students are up-to-date prior to start of the quarter.
	NCLEX Pass Rates	<ul style="list-style-type: none"> Reviewed quarterly by faculty and at the Advisory Board Meetings. Allows for focused assessment by faculty on areas of potential curriculum and program improvement.
	Clinical Evaluations	<ul style="list-style-type: none"> Allows for the student to evaluate their own performance within the clinical setting and readiness for independent role after graduation. Allows faculty to evaluate student progress within the clinical setting and ability to transfer didactic content to the clinical realm. Allows for faculty as a team to evaluate the clinical site and experience for potential changes in flow or placement that

BSN Program Assessment Plan 2022-23		
Evaluation Timeframe	Source	Evaluation Process for Quality Improvement
		could improve student outcomes or enhance learning experiences.
	Course Evaluations	<ul style="list-style-type: none"> • Allows for focused assessment by faculty on areas of potential curriculum improvement including course outcomes, design, flow and presentation of material. • Reviewed by the Dean, Associate Dean of Nursing and faculty during the following quarter. Allows faculty the opportunity to adjust curriculum or presentation as needed in subsequent quarters. • Provides information regarding faculty for the annual review done one-on-one with the Dean and the Associate Dean of Nursing.
	Kaplan Testing	<ul style="list-style-type: none"> • Allows for focused assessment by faculty on areas of potential curriculum and program improvement • Allows faculty to assess the readiness of the students for NCLEX testing
Weekly	Faculty Meetings	<ul style="list-style-type: none"> • During each faculty meeting a student representative is invited to participate. We solicit their feedback regarding program specifics such as curriculum flow and design, how the cohort is managing the workload assigned, clinical experiences, etc. • A review of the current schedule for each quarter is done at every faculty meeting to ensure that the student workload is manageable and if needed (or requested by the student representative) adjustments are made by the faculty if deemed necessary • At the final two meetings of each quarter the next quarters syllabi and calendars are reviewed for consistency, accuracy, hours and student workload • At the end of the meeting the student is dismissed and the faculty then discuss students that have been identified as needing additional help or at risk for not progressing in the program. The faculty then work together to discuss potential resources to facilitate student success.
Student Specific	Learning Contracts	<ul style="list-style-type: none"> • When a student has been unsuccessful in the classroom, lab or clinical learning environment (as determined by the syllabus and/or clinical evaluation tool), they are placed on a learning contract. This serves as a warning to the student that they need to remediate and address the issue or they are in jeopardy of not progressing in the program. • This contract is a collaborative process in which we ask the student to identify what may have contributed to the

BSN Program Assessment Plan 2022-23		
Evaluation Timeframe	Source	Evaluation Process for Quality Improvement
		present issue and what resources they have available or strategies they may implement to help them be successful moving forward. The contract then states that remediation will be completed as evidence by a change demonstrated by a given date. It is signed by all faculty and the student.
Fall Quarter	Advisory Board Meeting	<ul style="list-style-type: none"> • Each advisory board meeting provides the opportunity to review our program with key community stakeholders and clinical partners. • Here we seek feedback regard our graduates currently working in the field and how our program might enhance our curriculum and our clinical experiences to better prepare the graduates for practice. • We discuss NCLEX pass rates, completion rates and changes within the program such as curriculum revisions and changes that have resulted from updates at the state level. • A student representative is present at these meetings as well to provide student feedback to both the school and the clinical partners.
	Faculty Satisfaction Survey	<ul style="list-style-type: none"> • This year a new survey was created in partnership with the college's Institutional Effectiveness Department to better understand the needs and perspective of the faculty and to align with the new CNEA standards. • Assesses faculty satisfaction with program effectiveness, budget, equipment, professional development, engagement, etc. • This data is reviewed annually by the Dean and the Associate Dean of Nursing for potential areas of improvement. Concerns regarding curriculum and program design are brought to the faculty meeting for discussion regarding potential changes to design or presentation that could enhance both faculty and student satisfaction and learning potential.
Winter Quarter	Graduate Satisfaction Survey	<ul style="list-style-type: none"> • This year a new survey was created in partnership with the college's Institutional Effectiveness Department to better understand the perspective of the graduate students and to align with the new CNEA standards. • Assesses satisfaction with the program and education received as it relates to preparing them for work as a nurse • Allows faculty the opportunity to assess for areas of improvement that can help the student's transition more smoothly from novice student to practicing nurse. Also

BSN Program Assessment Plan 2022-23		
Evaluation Timeframe	Source	Evaluation Process for Quality Improvement
		<p>allows for review of curriculum components that may be out of date or may not be as effective as other methods.</p> <ul style="list-style-type: none"> • Provides employment and continuing education data.
Spring Quarter	Advisory Board Meeting	<ul style="list-style-type: none"> • Each advisory board meeting provides the opportunity to review our program with key community stakeholders and clinical partners. • Here we seek feedback regard our graduates currently working in the field and how our program might enhance our curriculum and our clinical experiences to better prepare the graduates for practice. • We discuss NCLEX pass rates, completion rates and changes within the program such as curriculum revisions and changes that have resulted from updates at the state level. • A student representative is present at these meetings as well to provide student feedback to both the school and the clinical partners.
	Advisory Board Survey	<ul style="list-style-type: none"> • Assesses components of the program that are effective and areas of potential improvement, asked for areas of potential growth and how to serve the community better. • Results are reviewed by the faculty prior to the beginning of fall quarter for consideration and potential integration for the following year. These data are also reviewed at the first Advisory Board Meeting of the year for input or clarification if needed.
	Employer Satisfaction Survey	<ul style="list-style-type: none"> • Assesses employer's satisfaction with program effectiveness and graduate readiness. • Results are reviewed by the faculty and allows us to see where changes may be needed to the curriculum and our clinical experiences to better prepare the graduates for practice.
Summer Quarter	Program Completion Rates	<ul style="list-style-type: none"> • Reviewed by faculty at the end of the summer term. • Allows faculty to see at what point in the program the highest rates of attrition occur, what is attributing to the attrition and how we might revise program components to prevent higher rates of attrition (if attributed to issues with curriculum design).
	Student Exit Survey	<ul style="list-style-type: none"> • Assesses both campus wide and nursing program components such as classroom and lab sufficiency, availability of resources, satisfaction with the education they received and readiness for practice, etc.

BSN Program Assessment Plan 2022-23		
Evaluation Timeframe	Source	Evaluation Process for Quality Improvement
		<ul style="list-style-type: none"> Reviewed by faculty prior to the start of fall quarter for potential revisions to address concerns and integrate changes necessary with the new cohort.
	Kaplan NCLEX Predictor Exam	<ul style="list-style-type: none"> Reviewed by faculty prior to student graduation. Allows faculty to gauge student likelihood of passing the NCLEX and which students may need more time/resources to help them prepare over the summer. Provides us an opportunity to have a one-on-one with the students regarding resources available to them and developing a study plan for success.
	Preceptor Evaluation	<ul style="list-style-type: none"> Allows for the student to evaluate their precepted clinical experience. Allows the preceptor to evaluate the student's clinical performance and readiness for entry-level employment. Allows faculty to evaluate student progress within the clinical setting and ability to transfer didactic content to the clinical realm. Allows for faculty as a team to evaluate the clinical site and experience for potential changes in flow or placement that could improve student outcomes or enhance learning experiences.

State Approved LPN DTA		Green River's Proposed Program		Changes for 2022-2023
Practical Nursing Program		Practical Nursing Program		
General Education Requirements (35 credits)		General Education Requirements (45 credits)		Will move CMST elective and NUTR& 101 pre-requisites from LPN to BSN programs
Communication Skills	ENGL& 101	Communication Skills	ENGL& 101	
			CMST Elective: CMST& 101, 210, 220, 230 or 238	CMST Elective will be removed from the LPN pre-requisite course list
Mathematics	MATH& 146	Mathematics	MATH& 146 OR 256	
Social Science	PSYC& 100	Social Science	PSYC& 100	
	PSYC& 200		PSYC& 200	
Natural Science	BIOL& 160	Natural Science	BIOL& 160	
	BIOL& 241		BIOL& 241	
	BIOL& 242		BIOL& 242	
			NUTR& 101	NUTR& 101 will be removed from the LPN pre-requisite course list
Practical Nursing Credits (45 credits maximum)		Practical Nursing Credits (45 credits)		
LPN Total Program Credits	80 credits maximum	LPN Total Program Credits	90 credits	Will reduce program from 90 credit AAS to 80 credit Certificate
LPN to BSN Program		LPN to BSN Program		
Foundations of Professional Nursing Practice/LPN Skills Review Lab (Minimum 3 credits: 2 didactic, 1 lab)		Foundations of Professional Nursing Practice/LPN Skills Review Lab (5 credits: 3 didactic, 2 lab)		
Bachelor-Level General Education (40 credits)		Bachelor-Level General Education (30 credits)		
Natural Science	CHEM& 121	CHEM& 121		
	NUTR& 101	NUTR& 101		Will remove from LPN pre-requisite list, is already listed as a required course for BSN degree
	BIOL& 260	BIOL& 260		
Humanities	15 Credits with at least 5 credits at the 300/400 level	ENGL 335 Technical Writing		
		CMST Elective: CMST& 101, 210, 220, 230 or 238		Will remove from LPN pre-requisite list, is already listed as a required course for BSN degree
		Humanities Diversity Elective (choose one): AMES 100, AMES 103, AMES 214, PHIL 206, OR PHIL 238		
Communications	5 Credits at the 300/400 level	CMST 330 Organizational Communication OR CMST 339 Intercultural Communication in Global Contexts		
Social Sciences	5 Credits at the 300/400 level	ANTH 335 Advanced Cross-Cultural Medicine OR PSYC 335 Psychology of Aging		
Bachelor-Level Nursing Courses 72 (75 credits including Foundations Course)		Bachelor-Level Nursing Courses 70 (75 credits including Foundations Course)		
BSN Total Program Credits	115 credits	BSN Total Program Credits	115 credits	

Clinical Placements Northwest—North Region

November 16th, 2021

Zoom

0900-1100

Minutes

Education Partners	Education Partners	Health Care Partners/Clinical Placement	CPNW Staff
Bellevue College <input checked="" type="checkbox"/> Antwinett Lee <input checked="" type="checkbox"/> Dianne Caraway <input type="checkbox"/> Amanda Evans Everett Community College <input type="checkbox"/> Vanessa DePuente <input checked="" type="checkbox"/> Jose Reyes Green River Community College <input checked="" type="checkbox"/> Kara LaValley <input checked="" type="checkbox"/> Angela Wyrwitzke Highline Community College <input type="checkbox"/> Steven Simpkins <input checked="" type="checkbox"/> Anne Kinne Lake Washington Institute of Technology <input type="checkbox"/> Lauren Cline <input checked="" type="checkbox"/> Amanda Ellis Northwest University <input checked="" type="checkbox"/> Erin-Joy Bjorge <input checked="" type="checkbox"/> Tony Pineda Renton Technical College <input type="checkbox"/> Yasmin Ali <input type="checkbox"/> Erica Vieira	Seattle Colleges (Central, North, South) <input checked="" type="checkbox"/> Vicki Hertig <input checked="" type="checkbox"/> Prabhleen Kaur <input type="checkbox"/> Alison Shurtleff Seattle Pacific University <input checked="" type="checkbox"/> Erla Champ Gibson <input checked="" type="checkbox"/> Tyra Dean-Ousley <input checked="" type="checkbox"/> Clinton Jones Seattle University <input type="checkbox"/> Renee Rassilyer-Bomers Shoreline Community College <input checked="" type="checkbox"/> Mary Borroughs <input type="checkbox"/> Megan Haan University of Washington <input checked="" type="checkbox"/> Jenn Rathe <input type="checkbox"/> Jillian Pintye	Evergreen Health <input checked="" type="checkbox"/> Valerie Clayton <input checked="" type="checkbox"/> Jamie Young Harborview Medical Center <input type="checkbox"/> Christine McCarthy <input type="checkbox"/> Katie Warner <input type="checkbox"/> Siyad Adan Overlake Medical Center <input type="checkbox"/> Lindsey Lynd Providence Regional Medical Center - Everett <input type="checkbox"/> Elizabeth Hinkson Swedish Medical Center <input checked="" type="checkbox"/> Julie Baxter <input checked="" type="checkbox"/> Rachel Wabeke Valley Medical Center <input checked="" type="checkbox"/> Shelly Caldejon Veteran's Administration Seattle <input checked="" type="checkbox"/> Charmayne Anderson <input type="checkbox"/> Anne Poppe FH Virginia Mason – Seattle <input checked="" type="checkbox"/> Kim Robiataille	<input checked="" type="checkbox"/> Lisa Johnson, North Region Coordinator <input checked="" type="checkbox"/> Kacie Jones, South Region Coordinator <input checked="" type="checkbox"/> Susie Mahr, East Region Coordinator <input checked="" type="checkbox"/> Ashley English, Executive Director Guests: Anne Hirsch – UW Laurie Mooney – PRMCE Lanna Diana

Call to Order

M. Borroughs called meeting to order 9000

Member Updates

Bellevue – Live with CTC Link. Amanda returns winter quarter from Maternity Leave. Long term is closed to students this quarter. No face-to-face behavioral health. Winter 32 OB shortfalls. Shortfall 4 med/surg.

Shoreline – CTC Link live in February. Several students exposed to COVID in clinical setting. None contracted. Last minute switch for long term care due to outbreak in facility. Retention is an impact that the stress COVID is providing.

Jose – No clinical shortfalls currently. Went live on CTC link and survived.

Green River – No updates.

Seattle College – Fall quarter is going well. VOCID outbreak at long term care caused cancellations.

Seattle Pacific – Clinton Jones jumped in and had one week training session and is doing well. Q2 shortfall group.

UW – Gearing up for winter quarter. Kara Jenkins Compliance Specialist has been replaced.

Evergreen – Faculty struggled to get onboarding on time. Later hire are understandable but other faculty were late coming in. Reached out to schools to get information 3 weeks prior. Excepting medical and religious exemption. ADCCP evaluation by Human Resources VP.

Lake Washington – No current shortfalls. 20 Sr. Practicum placements short in the spring. Struggle with peds placements. School nurses don't want to take students.

Providence – Elizabeth Haston assuming my role on Monday. Wonderful work with you all. My units will love to have students.

Swedish – Thanks for your flexibility in fall as units closed. Fit testing students and they are doing well taking care of COVID+ patients. Continue to increase our placement availability. Nurse Tech position for December are still open. Residency has closed for December and November. Open in March. Send name for Winter Quarter.

Valley – Med/Surg exhibiting signs of burnout and taking it out on students inappropriately. Realigning expectations. FEB and Aug Rotation for residencies. Birth Centers has 8 people in December. HR recently released a memo. No more religious exceptions for students. Still accepting any medical students and faculty. 2 asymptomatic patients a day.

VA – Is doing what we do best taking care of our veterans. Happy to have students. No students taking care of COVID+ patients. Preparing for winter quarter. VA has changed the onboarding process as they do every fall. Appointments for computer access. Requiring all students and clinical instructors completed requirements. LEIF Platform that is available through the VA that documents that students and faculty have been vaccinated fully.

FH Virginia Mason – No students caring for patients. We do accepted religious and medical exemptions for vaccine. Auditing periodic to ensure laws are being followed. Started winter onboarding. Jan Lang helps do student onboarding.

Executive Director CPNW Update – Going into Best practice committee. Membership and changes happening. Excited about passport build and meetings that are coming up. Submitting all information gathered at these meetings to Shiloh to development a proposal and send to Development team for a bid. Possibility of a 2 phase build. Additional funds needed. New staff will be included in newsletter this year.

Approval of Minutes	
Valerie approved. Minutes approved as written at 1003	
TOPIC	
<p>Green River Expansion Proposal</p> <p>Kara (Green River): They hope to create an LPN to BSN program, which would roll out Winter 2022. It would admit 16 students per year. They are part of a group of four schools tasked with creating a program to assist LPN students with progressing their degrees. The hope would be to streamline their transition to a BSN program. This would be a program for working LPNs. They would like to place students in a way with the least amount of impact on the other partners. OB/Peds would utilize community partners during the summer and rural midwifery clinics, med surg – during the fall, mental health would be at Western State in the spring, when rotations are lighter. The only time the pattern repeats is during summer. Discussion ensued.</p> <p>Kacie is going to look for any available space on the grid while Kara reaches out to community partners for space. M. Burroughs and L. Cline asked for clarification on what clinical site Green River was looking for in the North. Valley was the only site and there were no concerns from Education or Healthcare. North Region in support of expansion.</p>	
TOPIC	
<p>UW Expansion Proposal</p> <ul style="list-style-type: none"> Anne Hirsch presents proposal. Acknowledges the struggles at healthcare and education facilities with finding placements. Presented Accelerated BSN Program. Would not start until spring of 2024. Proposing 2 cohorts. 1 in fall and 1 in spring. ABSN already have baccalaureate degree. 12 month program so it is fast. Highly motivated and high qualified students. Future nurse scientists. Over 500 applicants last year for 64 slots. 2 cohorts of 64 students. Benefits – stabilizing our faculty Increasing placement in ambulatory care. 	

<ul style="list-style-type: none"> Increasing the use of simulation. <p>ABSN growth timeline.</p> <ul style="list-style-type: none"> Spring 2022 – approvals Fall 2022 – Recruitment Spring 2023 – Admit Cohort 1 <p>Spring 2024 – First impact on CPNW</p>	
<p>Next Steps/Decisions/Conclusions/Motions: Present to other regions in December then follow back up in January or February.</p>	
<p>Person(s) Responsible:</p>	<p>Follow-up Timeframe</p> <p><input type="checkbox"/> Next Agenda</p> <p><input type="checkbox"/> Date: 8/25</p>
<p>Best Practice Topic:</p>	
<p>L. Johnson – Proposed idea of sending a larger group on floors that have high number of beds to follow one nurse around that may be faculty. This could relieve the burden on nurses.</p> <p>Membership mentions that nurses that are faculty will only be a clinical instructor if they work on that particular unit.</p> <p>V. Clayton – We do not prioritize instructors who are employees. Faculty who have been our employees in the past just because of geography. Possibility to put 4-4 so that faculty are only stretched between two units. That could open for units to have a quarter off out of the year. Maybe manager on oncology would be game to try.</p> <p>V. Hertig – How can we partner with our very valuable clinical agencies to engage them. What would they recommend?</p> <p>J. Baxter – OB when they are looking for staff it is certainly easier when one of our employees becomes the instructing. When approving we have no idea who the instructor will be. The problem with more students would be residents.</p> <p>K. Robitaille – Units are small. Pitching ideas to help rethink placements.</p> <p>L. Mooney – Faculty have a lot of paperwork that they have to do that is in their clinical hours. PRMCE Additional hours for completing their hours.</p> <p>S. Caldejon – Cohorts on night shifts and weekend shifts. We have student needs for placements. Gotten push back in the past. Finding faculty who are willing to work night shifts or weekends.</p> <p>V. Hertig – We have quite a few that are on weekends. How much experience will be accomplished for objectives?</p>	
<p>Person(s) Responsible:</p>	<p>Follow-up Timeframe</p> <p><input type="checkbox"/> Next Agenda:</p> <p><input type="checkbox"/> Date:</p>
<p>TOPIC</p>	
<p>Next Steps/Decisions/Conclusions/Motions:</p>	

Person(s) Responsible:	Follow-up Timeframe <input type="checkbox"/> Next Agenda <input type="checkbox"/> Date: 8/25
CPNW updates/ CNEWS updates/ Nursing Commission Updates	
CPNW: <u>Best Practice Committee:</u> <u>Finance Committee:</u> <u>Marketing and Fundraising Committee</u> CNEWS: Nursing Commission:	
Adjournment	
Meeting adjourned at 1033	
Upcoming Meetings	
Next meeting: Thursday December 16 th , 2021 Meeting Schedule: Tuesday November 16, 2021 Thursday December 16, 2021 Tuesday January 18, 2022 Thursday February 17, 2022 Tuesday March 15, 2022 Thursday April 21, 2022 Tuesday May 17, 2022 Thursday June 16, 2022 Tuesday July 19, 2022 Thursday August 18, 2022 Tuesday September 20, 2022 Thursday October 20, 2022 Tuesday November 15, 2022 Thursday December 15, 2022	
Future Agenda Items/Parking Lot Items:	

Topic:	Person(s) Responsible:

Respectfully Submitted
K. Jones

The CPNW Mission is to improve the health educational and clinical experience, thereby increasing value to all stakeholders; improving quality of care; improving patient, student and preceptor satisfaction; and promoting system sustainability.

CPNW Values ♦ Educational Excellence ♦ Patient Care Quality and Safety ♦ Collaboration ♦ Trust ♦ Mutual Respect ♦ Open Communication ♦ Operational Transparency ♦ Equity ♦ Fiscal Responsibility ♦ High Quality Systems



Clinical Placements Northwest—South Region
Friday, November 12, 2021
Meeting Minutes
0900-1100
Via Zoom

Education Partners	Education Partners	Education Partners	Health Care Partners/Clinical Placement
Bates Technical College <input type="checkbox"/> Bill Swarens bswarens@batestech.edu <input type="checkbox"/> Julia Campbell jcampbell@batestech.edu <input checked="" type="checkbox"/> Mary Anne Keith mkeith@batestech.edu Centralia College <input checked="" type="checkbox"/> Ellen Hinderlie ellen.hinderlie@centralia.edu Clover Park Technical College <input checked="" type="checkbox"/> Josie Meyer josie.meyer@cptc.edu Grays Harbor College <input type="checkbox"/> Carol O'Neal carol.oneal@ghc.edu Green River Community College <input checked="" type="checkbox"/> Kara LaValley KLaValley@greenriver.edu <input checked="" type="checkbox"/> Angela Wyrwitzke AWyrwitzke@greenriver.edu <input checked="" type="checkbox"/> Lisa Gould lgould@greenriver.edu Highline Community College <input type="checkbox"/> Steven Simpkins ssimpkins@highline.edu <input checked="" type="checkbox"/> Anne Kinne akinne@highline.edu	Lower Columbia College <input type="checkbox"/> Merry Bond mbond@lcc.ctc.edu <input type="checkbox"/> Kim Nelson knelson@lcc.ctc.edu Olympic College <input type="checkbox"/> Alecia Nye anye@olympic.edu <input checked="" type="checkbox"/> Brittany Marrero bmarrero@olympic.edu Pacific Lutheran University <input checked="" type="checkbox"/> Jenny Bolin bolinj@plu.edu. <input type="checkbox"/> Kate Prigge priggekl@plu.edu Peninsula College <input type="checkbox"/> Alana Murphy amurphy@pencol.edu Pierce College <input type="checkbox"/> Vicki Dickson vdickson@pierce.ctc.edu <input type="checkbox"/> Melinda Saw msaw@pierce.ctc.edu <input checked="" type="checkbox"/> Marjo Burdick mburdick@pierce.ctc.edu	Renton Technical College <input type="checkbox"/> Yasmin Ali yali@rtc.edu <input checked="" type="checkbox"/> Erica Vieira evieira@rtc.edu South Puget Sound Community College <input type="checkbox"/> Marriya Wright mwright12@spscc.edu <input checked="" type="checkbox"/> Jillian Heist Jheist@spscc.edu St. Martin's University <input checked="" type="checkbox"/> Teri Woo TWoo@stmartin.edu <input checked="" type="checkbox"/> Joanna Hollis Tacoma Community College <input type="checkbox"/> Julie Benson jbenson@tacomacc.edu <input checked="" type="checkbox"/> Stephanie Thompson sthompson@tacomacc.edu <input checked="" type="checkbox"/> Rebecca Callahan RCallahan@tacomacc.edu University of Washington Tacoma <input type="checkbox"/> Valerie Franks vfranks@uw.edu.edu	CHI Franciscan <input checked="" type="checkbox"/> Crystal Highlan Crystal.Highlan@chifranciscan.org <input checked="" type="checkbox"/> Chiara Zoscak ChiaraZoscak@chifranciscan.org <input type="checkbox"/> Julie Gardner Julie.gardner@commonspirit.org MultiCare Health System <input checked="" type="checkbox"/> Jolita Perez Jolita.Perez@multicare.org <input checked="" type="checkbox"/> Debra Barton Debra.Barton@multicare.org Providence Health System SW <input checked="" type="checkbox"/> Ana Garcia ana.garcia@providence.org <input type="checkbox"/> Diane Damitio diane.damitio@providence.org Western State Hospital <input checked="" type="checkbox"/> Alice Kreiger Alice.Kreiger@dshs.wa.gov
CPNW Staff:	Guests:		

<input checked="" type="checkbox"/> Lisa Johnson, CPNW Coordinator-North Region lisajohnson@cpnw.org 509-228-3088			
<input checked="" type="checkbox"/> Kacie Jones, CPNW Coordinator-South Region kaciejones@cpnw.org 208-391-6133			
<input checked="" type="checkbox"/> Susie Maher, CPNW Coordinator- East Region 208-600-6038			
<input checked="" type="checkbox"/> Ashley English, CPNW Executive Director englishA@cpnw.org 208-506-5606			

Time	Call to Order
0900 Call to Order	Kacie Jones Called to order, roll call, Mission, Vision and Values read. Minute taker: Susie Maher

	Approval of Minutes: September 10, 2021
0905	Motion to approve the September 10 minutes: Kara LaValley Second motion to approve the September 10 minutes: Anne Kinne No addendums In favor to approve the September 10 minutes: All Abstained: None Opposed: None September minutes approved: Yes
	Approval of Minutes: October 8, 2021
	Two addendums: 1. <i>The hire date of J. Hollis was updated to September from May</i>

	<p>2. VMFH badging information: Badging required for students completing any hours at St. Michaels, but badging is only required for only students completing 40 or more hours at all other VMFH facilities.</p> <p>Motion to approve the October 8 minutes: Terri Woo</p> <p>Second motion to approve the October 8 minutes: Stephanie Thompson</p> <p>In favor to approve the October 8 minutes: All</p> <p>Abstained: None</p> <p>Opposed: None</p> <p>October minutes approved: Yes</p>
Time 0910	Member Update
	<p>Bates – Getting ready to move into new Allied Health building on December 15. Kudos to Franciscan/Chiara & Crystal for placement. Waiting to hear back from MultiCare. Asked about the status of the modules and whether the issues have been resolved.</p> <p>Centralia – Initial accreditation through NLNCNA went very well and the exit report was excellent. Ellen will be taking Winter quarter off. The interim Director has not yet been named.</p> <p>Clover Park Technical College – They have two new Deans: Tiffany Smith Fromm is now the Dean of Nursing and Jason Boatwright is the Dean of Instruction for Healthcare. Their Winter Quarter will be lighter due to progression changes caused by COVID.</p> <p>Green River – No updates other than expansion proposal</p> <p>Highline – Recently completed accreditation</p> <p>Olympic – Working on accreditation (FALL), Kudos to Chiara & Crystal for help with EPIC, they are down two full time admin.</p> <p>PLU – Kate is out of the office two more weeks, Kudos to Chiara, Crystal, and Debra Barton</p> <p>Pierce – Position Openings: Program Manager is retiring at the end of the year, also searching for a SIM Lab Tech.</p> <p>Renton - No new updates but wanted to thank everyone for their patience this quarter.</p> <p>South Puget Sound – Packing, getting ready to move to the new Allied Health bldg. during the Summer. Thanks to all Partners.</p> <p>Saint Martins – New Faculty, exams, and assignments. Planning practicums for BSN in the spring, Kudos to Joanna Hollis for finding sites and to the partners, looking for FT Tenure Track Faculty and FT Clinical Instructor for Spring.</p> <p>Tacoma Community – Dealing with exemption process at acceptance of students’ vs lack of exemptions at sites and a drop in applicants.</p> <p>VMFH – Flu vaccination information is due by 9am on Monday, Nov. 15. They need to be notified if a student or instructor is also an employee, as it affects the process for EPIC. They also would like partners to remind their students to include their cell phone number when they reach out to IT for help with EPIC. A suggestion was made to have a “Recruiter Spotlight” on the meeting agendas. Kacie mentioned the Ad Rotator, as it would be front and center on the website. Kacie will add it to the December agenda.</p> <p>MultiCare – Flu vaccination information is due on Mon, Nov.15. Internally and externally, they have a 98% COVID compliance rate. Many Dept. changes, Admin/Onboarding staff shortages. Working on a student workforce recruiting initiative- not just placement. More details to come.</p> <p>Providence – Flu vaccination information is due now.</p> <p>Western State – No new updates</p>
	Coordinator Update
0947	<p>Working on shortfalls; please look for alternatives in the community. Grids have been updated from a Word document to Excel. There will be a Lunch & Learn on November 30 to give an overview of the gridding process. There will also be two more meetings in February and April.</p>

	Exec. Director Update
0950	<p>Passport Build: next meeting on November 17, 9-10am</p> <p>She's currently working on the Annual Financial Report and Annual Newsletter. In the beginning stages of completed an Annual Review and working with the Best Practices Committee on the Modules and the Passport Project. The Fundraising Committee is grateful for the feedback from the survey. CPNW is now on Amazon Smiles and Fred Meyer Community Program. Looking into grant writing opportunities to fund the Passport Build</p>
	Healthcare and Education Collaboration
0958	<p>Lisa brought a discussion about a pilot program that would involve hiring education faculty at healthcare facilities to assist with student rotations to accommodate shortfalls. Jolita inquired about who this would be and if would they paid via a grant. A requisition would be needed to hire them. Discussion followed about the kind of infrastructure that would be necessary. Jolita will propose this idea to the members of recruitment project team at MultiCare and suggested getting a grant from the state. Jillian mentioned the need for a Masters degree to teach in a clinical setting. Also, the need for a waiver and Traditional vs Concept based curriculum. Becky would support a pilot project, as it is a huge advantage to have the clinical instructor on site.</p>
	EPIC
1010	<p>Kacie opened the floor to the Healthcare Partners to speak about EPIC and onboarding.</p> <p>MultiCare: Jolita spoke first to remind the group that onboarding does not fall under her jurisdiction (Student Placement Dept.), but under Serina Reese. She asked that if there are delays, to please send an email to serina.reese@multicare.org.</p> <p>VMFH: Chiara reminded the group that if an employee is also a student, there is an extra step that she and Crystal must take during the onboarding process to create an alternate ID (with an @ at the end of the ID#). She asked that if the partners were having difficulties in the onboarding process or EPIC, to please send an email to studentplacement@chi.org so that they may share the feedback with leadership. She mentioned that depending on the placement, the documents go to the local and the national team for the onboarding process.</p>
	GREEN RIVER EXPASION PROPOSAL
1023	<p>Kara: They hope to create an LPN to BSN program, which would roll out Winter 2022. It would admit 16 students per year. They are part of a group of four schools tasked with creating a program to assist LPN students with progressing their degrees. The hope would be to streamline their transition to a BSN program. This would be a program for working LPNs. They would like to place students in a way with the least amount of impact on the other partners. OB/Peds would utilize community partners during the summer and rural midwifery clinics, med surg – during the fall, mental health would be at Western State in the spring, when rotations are lighter. The only time the pattern repeats is during summer. Discussion ensued. Jolita: wants to make sure that there is balance. She said that they have PLU in OB during the summer. Space is very limited. Kacie is going to look for any available space on the grid while Kara reaches out to community partners for space. The vote will be on Dec. 10. Chiara: Expressed support. They have also felt the effect of limited OB placements. She also mentioned that when there are staffing updates, a staff member is pulled away to assist with training new staff members and they are unable to take a student. Rebecca: Does not want to have competition with other sites and displace other students. She wants a guarantee that the existing programs are protected from this.</p>

	Jolita: Jolita promised that ADN placements would be protected.	
1038	Meeting Adjourned	
	Future Agenda Items/Parking Lot Items:	
	Follow-up Time Frame:	Topic:
		Person(s) Responsible:
	Next Meeting: Friday, December 10, 2021 9am	Green River Expansion Vote
		Kacie

Respectfully Submitted By: Susie Maher

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CPNW Values ♦ Educational Excellence ♦ Patient Care Quality and Safety ♦ Collaboration ♦ Trust ♦ Mutual Respect ♦ Open Communication ♦ Operational Transparency ♦ Equity ♦ Fiscal Responsibility ♦ High Quality Systems



CPNW-EAST REGION
Meeting Minutes
Thursday, December 9, 2021
1000-1200
ZOOM

Education Members and Designated Representatives	Healthcare Members and Designated Facility Representatives	CPNW Representatives
<input checked="" type="checkbox"/> Reba Boyd, Gonzaga - boydr@gonzaga.edu <input checked="" type="checkbox"/> Susan Edwards, Gonzaga - edwardss@gonzaga.edu <input checked="" type="checkbox"/> Shirley Watson, Gonzaga watson2@gonzaga.edu <input checked="" type="checkbox"/> Shannon Emrey, Gonzaga – emrey@gonzaga.edu <input checked="" type="checkbox"/> Jenna Chambers LCSC - jmchambers@lcsc.edu <input checked="" type="checkbox"/> Debbie Lemon, LCSC - dllemon@lcsc.edu <input type="checkbox"/> Krista Harwick, LCSC – dklharwick@lcsc.edu <input checked="" type="checkbox"/> Erlene Pickett, NIC - erpickett@nic.edu <input checked="" type="checkbox"/> Stephanie Bradbury, NIC - slbradbury@nic.edu <input checked="" type="checkbox"/> Debbie Johnson, SCC - debbie.johnson@scc.spokane.edu <input checked="" type="checkbox"/> Cheryl Osler, SCC - cheri.osler@scc.spokane.edu <input type="checkbox"/> Melody Gartrell, SCC - melody.gartrell@scc.spokane.edu <input checked="" type="checkbox"/> Wendy Farr, Big Bend - wendyf@bigbend.edu <input type="checkbox"/> Sue Rossetti, WSU - Susan.rossetti@wsu.edu <input type="checkbox"/> Victoria Sattler, WSU - vsattler@wsu.edu <input type="checkbox"/> Wendy Williams-Gilbert – wendy.buenzli@wsu.edu <input checked="" type="checkbox"/> Mimi Meipel, WSU - mimireen.meipel@wsu.edu <input type="checkbox"/> Jenny Capelo, Wenatchee Valley - jcapelo@wvc.edu	<input checked="" type="checkbox"/> Laurel Brink, Eastern State Hospital - laurel.brink@dshs.wa.gov <input checked="" type="checkbox"/> Keith Jones, MultiCare - jonesk2@multicare.org <input checked="" type="checkbox"/> Jolita Perez, MultiCare - perezio@multicare.org <input checked="" type="checkbox"/> Alison Jones, MultiCare – alison.jones@multicare.org <input checked="" type="checkbox"/> Jeff Liles, MultiCare – Jeffrey.liles@multicare.org <input type="checkbox"/> Dara Kimery, MultiCare Valley, dkimery@multicare.org <input checked="" type="checkbox"/> Cheree Frank, Kootenai Health, cfrank2@kh.org <input type="checkbox"/> Nikki Graham, Kootenai Health, ngraham@kh.org <input checked="" type="checkbox"/> Linda Brotcke, Kootenai Health, lbrotcke@kh.org <input type="checkbox"/> Cindy Fitzgerald Providence - Cynthia.Fitzgerald@providence.org <input checked="" type="checkbox"/> Crystal Talamantes, Prov – crystal.talamantes@providence.org <input checked="" type="checkbox"/> Diane Martinez, St. Luke’s - diane.martinez2@providence.org <input type="checkbox"/> Kim Jorgensen, St. Luke’s - Kimberly.jorgensen@providence.org <input type="checkbox"/> Lisa Dellino, Veterans Hospital - lisa.dellino@va.gov <input checked="" type="checkbox"/> Rebecca Boyd, Veterans Hospital - Rebecca.boyd3@va.gov <input checked="" type="checkbox"/> Angela Fraasch, Veterans Hospital - angela.fraasch@va.gov	<input checked="" type="checkbox"/> Ashley English, Ex. Dir. <input checked="" type="checkbox"/> Lisa Johnson - North <input checked="" type="checkbox"/> Kacie Jones - South <input checked="" type="checkbox"/> Susie Maher - East <p>Guests: Anne Hirsch -UW</p> <p>KaraLynn LaValley – Green River Community College</p>

Time 1000-1005	Welcome and Introduction	
	Facilitation/Roll call:	Meeting called to order by: Erlene Pickett Attendees checked above, present
		Motion to approve 10/14/21 minutes: Cheree Frank Second motion to approve minutes: Stephanie Bradbury Addendums: the year needs correcting on the Oct. minutes All in favor: all Abstained: none Opposed: none Minutes approved: Yes Minute taker: Susie Maher

1010-1015	Clinical Coordinator Update
	Susie Maher stated that the grid has been updated from Word to Excel. An introductory overview of the new grid was given on November 30. There will be two more meetings, scheduled for February 8 and April 5. Zoom meeting invites will be sent out.

1015-1030	Executive Director Update
	<p>Ashley English requested support from interested parties for the annual passport review to review CPNW's current standards. An employee Health department/team. Individuals associated with the American College of Immunization practice and/or epidemiologist. The Fundraising Committee has retained a grant writer. Plans to apply for two grants: Premera and Murdock Trust. Both have initiatives that align with our business model and objectives. The CPNW team also condensed the feedback received by membership at the recent passport Project meetings. Shiloh is in the process of mocking up templates of these projected builds for our Project Proposal. That will go to Lockersoft to determine scope and quote of the build. The Ad Rotator is up and running. It is open to all membership that wish to post on the CPNW website. The coordinator team will be sending out shortly the Ad Rotator Request form and information on this service. Ashley addressed the conversation taking place within MultiCare regarding a potential transition to a different onboarding platform. No official announcement has been made and until that time the board is working to maintain dialogue with their leadership. There was an initial meeting with Alison Jones last week that was a valuable conversation to learn more about their needs and the board expects to meet again in the future.</p>

1030-1050	<div data-bbox="359 191 1906 297">Green River Expansion Plan</div> <div data-bbox="359 297 1906 532"> <p>KaraLynn LaValley presented Green River’s proposal to create an LPN to BSN program for 16 students. It would be minimal impact on the grid: 16 PEDs/OB rotations - SU 23, 16 Med/surg - FA 23,16 mental health rotations at Western State Hosp -SP24, 16 acute care rotations – SU 24 for a total of 297 hours of impact on the CPNW grid. They will be utilizing 88 hours of simulation hours to help alleviate the impact on partners/grid. They are maximizing their use of the grid during weekends, night shifts and summer. There were no negative responses by meeting attendees.</p> </div>
1050-1105	<div data-bbox="359 599 1906 669">SCC Expansion Plan</div> <div data-bbox="359 669 1906 901"> <p>Cheri Osler proposed SCC’s Expansion plan for Fall 2022, which would entail the addition of 8 extra students in the Fall of 2022 and again in Spring 2023 Quarter. They have received a letter of support from MultiCare Valley Hospital and Eastern State Hospital. They have also been in discussion with Mt Carmel Hospital and Pullman General Hospital. Jenna Chambers wanted to clarify that they rely on Pullman General Hospital as one of their main sites. Cheri responded that they would only utilize placements that LCSC did not need.</p> </div>
1105-1115	<div data-bbox="359 967 1906 1039">University of Washington Expansion Plan</div> <div data-bbox="359 1039 1906 1185"> <p>Anne Hirsch shared a PowerPoint of the UW plan to create an accelerated BSN program, in which the applicants must already have a Baccalaureate degree. It is a twelve-month program, and the first cohort will begin in the Fall of 2023 and the second cohort will begin in the spring of 2024. There were no negative responses from meeting attendees.</p> </div>

1115-1140	Healthcare Updates
	<p>Cheree-KH: Fit testing will be up to students, they may use their supplies, but N95 masks are not acceptable. They do allow exemptions, but placement may not be possible. Schools may upload the exemptions into the students CPNW folder. Employees will need to have accommodations, as well. She will send out an email with the acceptance parameters for accommodations. It may involve passing a COVID test every 72 hours. Boosters are not required.</p> <p>Laurel-Eastern State Hospital: No exemptions or accommodations allowed. They are going to be working with the Spokane Police Department on a pilot project with the homeless population.</p> <p>Crystal-Providence: Fit testing is completed by the program, N95s on the units, students are allowed on COVID floors until 1/1/22. All students must be vaccinated. There is a different process for Providence employees with an exemption. There will be no psych placements in 2022. Boosters are not required.</p> <p>Keith-MultiCare: They are having continued conversation about fit testing, as well as N95s. It's essentially at the unit's discretion. They plan to move students out of COVID units. The parameters for medical and religious exemptions are on their website. The booster is not required.</p> <p>Reba-VA: There are two types of N95s- round and duckbill; students are not allowed to bring their own. Students are allowed on COVID units, they do not accept exemptions of any kind and students must be fully vaccinated. The booster is not required.</p>
1140-1150	Education Updates:
	<p>Susan-Gonzaga: No exemptions are allowed, vaccinations are a requirement, they will have a larger cohort in the fall, due to the lack of attrition in the group that was accepted for enrollment by the university in 2021. They will have a cohort of 56.</p> <p>Jenna-LCSC: Idaho does not allow the schools to have a vaccination mandate. They currently have nine unvaccinated students who may not be able to complete their practicums, due to lack of placement. LCSC has expanded their Mother/Baby simulation. Following CCNE's new essentials.</p> <p>Wendy-Big Bend: They are working to fill gaps caused by the loss of a facility (non-CPNW facility).</p> <p>Stephanie-NIC: Maintained WA/ID certification, they are experiencing a continued struggle with the Board of Trustees, in regard to the lack of a vaccination mandate.</p>

1150-1156	MultiCare Update:
	Alison Jones explained that MultiCare is exploring different onboarding options with the intent to save FTEs. They feel that the manual process currently in use uses FTEs that could be spent elsewhere. She stated that MultiCare would like to remain a limited partner with CPNW. will make an announcement when they have made their final decision. Debbie from SCC asked how they will verify that the students are compliant if they are not using CPNW. Alison stated that the process will be explained once they have implemented any changes. Jolita asked that members reach out to her or Alison directly if they have any questions.
1157	Adjournment:
	Next Meeting Agenda Items: Student Scope of Practice
	<p>Meeting adjourned by: Erlene Pickett</p> <p>Meeting adjournment time: 1157</p> <p>Next Meeting Date: TBD</p> <p>Via ZOOM</p> <p>Facilitator: Erlene Pickett Agenda: TBD Minutes: CPNW</p>

Respectfully Submitted By: Susie Maher

The CPNW Mission is to improve the health educational and clinical experience, thereby increasing value to all stakeholders; improving quality of care; improving patient, student, and preceptor satisfaction; and promoting system sustainability.





March 3, 2022

Dear Dr. Gerianne Babbo,

On behalf of Clinical Placements Northwest (CPNW) please accept this letter in support of Green River College's addition of an LPN to BSN pathway, effective winter quarter 2023. This proposal will admit 16 additional nursing students annually.

Clinical Placements Northwest's mission is to promote and optimize the clinical learning experience. This includes coordination and oversight of the learning resource. We are committed to building and ensuring a well-prepared healthcare workforce. Our members are very cognizant of the many challenges involved in growing the workforce. Each proposed expansion is approached with considerable discussion and due diligence according to CPNW's Expansion Policy.

KaraLynn LaValley, Green River College Associate Dean of Nursing, submitted a letter of intent for program expansion to Kacie Jones (South Region Clinical Placements Coordinator) and Ashley English (CPNW Executive Director), on November 8th, 2021. Also, on November 8th a meeting occurred between Kacie Jones, Kara LaValley and Angela Wyrwitzke to gain greater insight into anticipated clinical needs associated with this expansion. Projected placements were then inserted into the South region placement grids and carefully reviewed. These Ghost Grids were provided to supporting facilities for review of the projected placements for approval. (Ghost Grids will be provided upon request)

Discussions between Green River, healthcare partners, and CPNW took place throughout January 2022 through multiple channels including meetings, emails and phone calls. Subsequent letters of support were provided by; Virginia Mason Franciscan Health and Western State Hospital (Support letters attached). MultiCare provided verbal approval at time of initial grid discussions and review. And when region votes went out to CPNW membership, MultiCare voted yes in support of this expansion.

On November 12th, 2022 KaraLynn LaValley presented the Green River proposal to South Region Membership. This meeting involved education and healthcare members. This meeting provided opportunity for members to discuss and ask questions of Green River College and their proposal. On January 10th, 2022, a follow-up presentation was held with the South Region membership where the Ghost Grids were presented for review. After discussion and consideration, membership voted in full support of the Green River College LPN to BSN pathway proposal. This same oversight and approach were applied to the North and East Regions of CPNW membership. The North Region reviewed the proposal and discussed during

the November 16th, 2021, meeting. And the East Region reviewed the proposal and discussed during the December 9th, 2021, meeting. Due to availability restrictions the CPNW Membership vote in the North and East Regions were conducted electronically from February 22nd, 2022, through February 25th, 2022.

In conclusion after presentation, thoughtful discussion and vote, members from all 3 regions of CPNW expressed confidence in the South regions ability to move forward in support of Green Rivers LPN – RN Pathway Program Expansion. (East, South, and North Region Meeting Minutes are attached)

Please feel free to contact me for any further information or further documentation to assist in your review process. Thank you for your ongoing support and dedication to nursing and the future healthcare workforce of our community.

Sincerely,

A handwritten signature in black ink, appearing to read "Ashley English". The signature is fluid and cursive, with the first name "Ashley" and last name "English" clearly distinguishable.

Executive Director
Clinical Placements Northwest
englisha@cpnw.org



12/2/2021

Washington State Board for Community and Technical Colleges
P.O. Box 42495
Olympia, WA 98504-2495

Nursing Care Quality Assurance Commission
P.O. Box 47864
Olympia, WA 98504-7864

Dear Sir or Madam:

I am writing in support for the development of an LPN to BSN pathway at Green River College. This pathway is a critical need in King and Pierce Counties, which have limited options for academic progression for LPNs. Green River's proposed LPN to BSN pathway will provide opportunities for graduates of other practical nursing programs and incumbent workers in the field to earn a baccalaureate-level nursing credential.

The nursing shortage continues to be a concern in this region. Both employer and community demand for registered nurses with a bachelor's degree exceed the current supply of graduates with relevant degrees in the region. As of 2019, there were 3,896 licensed practical nurses in Pierce and King Counties, which makes up approximately 48 percent of the state's licensed practical nurses. According to the annual Workforce Needs Survey conducted by the Washington Health Workforce Sentinel Network, the percentage of medical facilities in King County experiencing exceptionally long vacancies for registered nurses increased from 5 percent in Spring 2020 to 33 percent in Spring 2021. In Pierce County, the percentage of facilities experiencing exceptionally long vacancies for registered nurses increased from 11 percent in Spring 2020 to 38 percent in Spring 2021 (Washington Sentinel Network, 2021).

Feel free to contact me if you have questions.

Sincerely,

Tiffany Smith-Fromm, MN, RN
Dean of Nursing Programs
Clover Park Technical College
tiffany.smith-fromm@cptc.edu



LAKE WASHINGTON INSTITUTE OF TECHNOLOGY

11605 152ND AVENUE NE • KIRKLAND, WASHINGTON 98034-8506 • (425)739-8100 FAX(425)739-8298

December 2, 2021

Washington State Board for Community and Technical Colleges
P.O. Box 42495
Olympia, WA 98504-2495

Nursing Care Quality Assurance Commission
P.O. Box 47864
Olympia, WA 98504-7864

Dear Sir or Madam:

I am writing to Lake Washington Institute of Technology's support for the development of an LPN to BSN pathway at Green River College. This pathway is a critical need in King and Pierce Counties which have limited options for academic progression for LPNs. Green River's proposed LPN to BSN pathway will provide opportunities for graduates of other practical nursing programs and incumbent workers in the field to earn a baccalaureate-level nursing credential.

The nursing shortage continues to be a concern in this region. Both employer and community demand for registered nurses with a bachelor's degree exceed the current supply of graduates with relevant degrees in the region. As of 2019, there were 3,896 licensed practical nurses in Pierce and King Counties, which makes up approximately 48 percent of the state's licensed practical nurses. According to the annual Workforce Needs Survey conducted by the Washington Health Workforce Sentinel Network, the percentage of medical facilities in King County experiencing exceptionally long vacancies for registered nurses increased from 5 percent in Spring 2020 to 33 percent in Spring 2021. In Pierce County, the percentage of facilities experiencing exceptionally long vacancies for registered nurses increased from 11 percent in Spring 2020 to 38 percent in Spring 2021 (Washington Sentinel Network, 2021).

Feel free to contact me or our Associate Dean of Nursing if you have questions.

Dr. Lauren Cline
Associate Dean of Nursing
Lake Washington Institute of Technology
Lauren.cline@lwtech.edu

Sincerely,

A handwritten signature in cursive script that reads "Suzanne Ames".

Suzanne Ames, Ed.D.
Vice President of Instruction



January 7, 2022

Washington State Board for Community and Technical Colleges
P.O. Box 42495
Olympia, WA 98504-2495
Nursing Care Quality Assurance Commission
P.O. Box 47864
Olympia, WA 98504-7864

Dear Sir or Madam:

I am writing in support for the development of an LPN to BSN pathway at Green River College.

This pathway is a critical need in King and Pierce Counties which have limited options for academic progression for LPNs. Green River's proposed LPN to BSN pathway will provide opportunities for graduates of other practical nursing programs and incumbent workers in the field to earn a baccalaureate-level nursing credential.

The nursing shortage continues to be a concern in this region. Both employer and community demand for registered nurses with a bachelor's degree exceed the current supply of graduates with relevant degrees in the region.

In addition, recent surveys show most LPNs in the state of Washington desire to continue their education, yet there are few options for progression. Programs such as these will help fulfill the need for additional education advancement options for LPNs.

Feel free to contact me if you have questions.

Sincerely,

A handwritten signature in dark ink, appearing to read "Mary Burroughs", is displayed on a light-colored rectangular background.

Mary Burroughs, MSN, RN, CNE
Dean of Health Occupations & Nursing
Shoreline Community College
mburroughs@shoreline.edu



2000 Tower Street - Everett, WA - 98201-1390 • 425.388.9100

December 7th, 2021

Washington State Board for Community and Technical Colleges
P.O. Box 42495
Olympia, WA 98504-2495

Nursing Care Quality Assurance Commission
P.O. Box 47864
Olympia, WA 98504-7864

Dear Sir or Madam:

I am writing in support for the development of an LPN to BSN pathway at Green River College. This pathway is a critical need in King and Pierce Counties which have limited options for academic progression for LPNs. Green River's proposed LPN to BSN pathway will provide opportunities for graduates of other practical nursing programs and incumbent workers in the field to earn a baccalaureate-level nursing credential.

The nursing shortage continues to be a concern in this region. Both employer and community demand for registered nurses with a bachelor's degree exceed the current supply of graduates with relevant degrees in the region. As of 2019, there were 3,896 licensed practical nurses in Pierce and King Counties, which makes up approximately 48 percent of the state's licensed practical nurses. According to the annual Workforce Needs Survey conducted by the Washington Health Workforce Sentinel Network, the percentage of medical facilities in King County experiencing exceptionally long vacancies for registered nurses increased from 5 percent in Spring 2020 to 33 percent in Spring 2021. In Pierce County, the percentage of facilities experiencing exceptionally long vacancies for registered nurses increased from 11 percent in Spring 2020 to 38 percent in Spring 2021 (Washington Sentinel Network, 2021).

Feel free to contact me if you have questions.

Sincerely,

A handwritten signature in cursive script that reads "Jose Reyes".

Jose Reyes MSN, RN (he/him/his)
Associate Dean of Nursing
Everett Community College
Office: 425-388-9469

2022 -2023 GRC LPN-BSN Admission Criteria and Scoring

CATEGORY		1 Points	2 Points	3 Points	Points Awarded	Total Possible
Prerequisites	BIOL& 160	2.5-2.99	3.0-3.49	3.5-4.0		3
	BIOL& 241	2.5-2.99	3.0-3.49	3.5-4.0		3
	BIOL& 242	2.5-2.99	3.0-3.49	3.5-4.0		3
	ENGL& 101	2.5-2.99	3.0-3.49	3.5-4.0		3
	MATH& 146 OR 256	2.5-2.99	3.0-3.49	3.5-4.0		3
	PSYC& 100	2.5-2.99	3.0-3.49	3.5-4.0		3
	PSYC& 200	2.5-2.99	3.0-3.49	3.5-4.0		3
	NUTR& 101	2.5-2.99	3.0-3.49	3.5-4.0		3
	CMST& 101, 210, 220, 230 OR 238	2.5-2.99	3.0-3.49	3.5-4.0		3
	BIOL& 260	2.5-2.99	3.0-3.49	3.5-4.0		3
	CHEM& 121	2.5-2.99	3.0-3.49	3.5-4.0		3
	Humanities/Diversity AMES 100, AMES 103, AMES 214, PHIL 206, OR PHIL 238	2.5-2.99	3.0-3.49	3.5-4.0		3
PREREQUISITE TOTAL						36
Personal Statement		See Rubric				15
Resume		See Rubric				15
Active-Unencumbered LPN license						19
LPN Work Experience		5 Points	10 Points	15 Points		15
		< 500 hours	500-999 hours	≥ 1000 hours		
SUBTOTAL						100
BONUS POINTS						
Bonus Points	Student Underrepresented in Nursing					1
	Military/Veteran					1
	Multilingual					1
	First Generation Student					1
	Graduate of Green River’s Practical Nursing Program					1
	BONUS POINTS TOTAL					5
SUBTOTAL						105
Panel Interviews		Top 24 students will be invited to participate in panel interviews – See Rubric				30
APPLICATION TOTAL						135

2022 -2023 GRC LPN-BSN Admission Criteria and Scoring

Personal Statement Rubric

Criteria	1 Points	3 Point	5 Points	Points Awarded	Total Possible
Goal Orientation	Goal does not focus on learning or is poorly articulated or is dependent on the actions of others	Goal focuses on learning needs and is achievable through personal actions	Goals focus on diverse levels of interest, ability, or readiness of individual learning needs and is challenging yet achievable through personal actions		5
Evaluation and Self Analysis	Prompted evaluations are brief, cursory, and not used to improve performance. Justifies personal decisions/choices without evaluating them. Is unable to see flaws or need for improvement	Evaluates/analyzes personal experiences with minimal prompting, primarily major events/decisions. Demonstrates a desire to improve	Independently evaluates/analyzes personal strengths, experiences, & aptitudes. Demonstrates commitment to ongoing improvement		5
Formatting, Grammar and Spelling	Missing 2 or more of the formatting criteria Many spelling or grammar errors	Missing 1 of the formatting criteria Some spelling or grammar errors	Followed formatting guidelines: 1 page, 12 size font (Arial/TNR), 1 inch margins No spelling or grammar errors		5
PERSONAL STATEMENT TOTAL					15

Resume Rubric

Criteria	1 Points	3 Point	5 Points	Points Awarded	Total Possible
School and Employment History	Missing elements	Schools are named and, work experience is listed, not relevant to healthcare	Schools are named and listed in chronological order, work experience is thoroughly listed and relevant to healthcare		5
Activities, Certifications and Skills	Missing elements, or nothing listed	Activities, certifications and skills listed, not relevant to healthcare	Activities, certifications and skills listed and relevant to healthcare		5
Formatting, Grammar and Spelling	Missing 2 or more of the formatting criteria Many spelling or grammar errors	Missing 1 of the formatting criteria Some spelling or grammar errors	Followed formatting guidelines: 1 page, 12 size font (Arial/TNR), 1 inch margins No spelling or grammar errors		5
RESUME TOTAL					15

2022 -2023 GRC LPN-BSN Admission Criteria and Scoring

Interview Rubric

Criteria	1 Points	2 Point	3 Points	Points Awarded	Total Possible
Introduction	Greeting absent. Begins with little or no eye contact	Greeting is present. Begins with little or no eye contact	Greeting is present. Use of eye contact is appropriate. Body language used is pleasant		3
Appearance and Poise	Student is not dressed appropriately; inappropriate body language/eye contact/posture	Student wears appropriate clothing; some Inappropriate body Language/eye contact/posture	Appropriate dress and manners are used; appropriate body language/eye contact/posture		3
Communication and Voice	Presentation shows lack of interest; speaking unclear; inappropriate volume	Showed some interest; speaking unclear; minimal knowledge of job; varied volume	Very attentive; speaking clearly; enthusiasm for profession/program conveyed; business-tone volume; confident		3
Responding to Questions	Inappropriate/inaccurate answers to questions; did not answer all questions	Answers are acceptable and answers all questions	Thorough, appropriate answers to questions		3
Asking Questions	No questions asked	Asked questions unrelated to profession/program	Asked questions related to profession/program showing evidence of research into field		3
Timeliness	5-10 min late to interview	On time to interview	Arrives 10 minutes early to interview		3
Preparation	It is obvious that no preparation was used	It is obvious that some preparation was used	It is obvious that a great deal of preparation was used		3
Etiquette	Student interrupts/hurries interviewers several times, does not thank interviewers	Student interrupts/hurries interviewers 1-2 times during interview; thanks interviewers	Student never interrupts/hurries interviewers; thanks interviewers		3
Integrity and Sincerity	Responses are inconsistent, claims seem to be exaggerated, lacking sincerity	Responses generally consistent; specific examples provided consistently; shows sincerity	Responses all consistent; uses concrete, specific examples; shows sincerity with all answers		3
Integrating Knowledge	Failed to integrate knowledge or experiences related to question content	Integrated some knowledge or experiences related to question content in a generally organized and accurate manner	Fully integrated knowledge and experiences related to questions in an organized, accurate, unique and detailed manner; Engaged		3
INTERVIEW TOTAL					30

Green River College Nursing Department Clinical Sites 2022-23

Corporation	Sites
Ashley House	Ashley House Auburn
	Ashley House Browns Point
	Ashley House Edgewood
	Ashley House Kent
	Ashley House Northshore
	Ashley House Olympia
Auburn School District	Alpac Elementary School
	Authur Jacobson Elementary School
	Bowman Creek Elementary School
	Chinook Elementary School
	Dick Scobee Elementary School
	Evergreen Heights Elementary School
	Gildo Rey Elementary School
	Hazlewood Elementary School
	Ilalko Elementary School
	Lake View Elementary School
	Lakeland Hills Elementary School
	Lea Hill Elementary School
	Pioneer Elementary School
	Terminal Park Elementary School
	Washington Elementary School
	Auburn High School
	Auburn Mountain View High School
	Auburn Riverside High School
	West Auburn High School
	Cascade Middle School
	Mount Baker Middle School
	Olympic Middle School
	Rainier Middle School
Canterbury House	
Empres Healthcare Management/Genesis	Advanced Post Acute
	Cantebury House
	Enumclaw Nursing and Rehabilitation Center
	Talbot Rehabilitation Center
Enumclaw Health (EmPres/Evergreen Washington Healthcare Enumclaw LLC)	
Enumclaw School District	Black Diamond Elementary School
	Byron Kibler Elementary School
	Enumclaw High School
	Enumclaw Middle School
	Southwood Elementary School
	Sunrise Elementary School
	Thunder Mountain Middle School

	Westwood Elementary School
Franciscan	Ambulatory Clinics
	St. Elizabeth Hospital
Issaquah School District	Apollo Elementary School
	Briarwood Elementary School
	Cascade Ridge Elementary School
	Challenger Elementary School
	Clark Elementary School
	Cougar Ridge Elementary School
	Creskide Elementary School
	Discovery Elementary School
	Endeavour Elementary School
	Grand Ridge Elementary School
	Issaquah Valley Elementary School
	Maple Hills Elementary School
	Newcastle Elementary School
	Sunny Hills Elementary School
	Sunset Elementary School
	Beaver Lake Middle School
	Issaquah Middle School
	Maywood Middle School
	Pacific Cascade Middle School
	Pine Lake Middle School
	Echo Glen High School
	Gibson EK High School
	Issaquah High School
	Liberty High School
	Skyline High School
Kaiser Permanente-Group Health Cooperative	Kaiser Tacoma Cardiology
	Kaiser Tacoma Pulmonary
	Kaiser Tacoma Oncology
	Kaiser Tacoma General Surgery
	Kaiser Tacoma Urology
Kent School District	Carriage Crest Elementary School
	Cedar Heights Middle School
	Cedar Valley Elementary School
	Covington Elementary School
	Crestwood Elementary School
	East Hill Elementary School
	Emerald Park Elementary School
	Fairwood Elementary School
	George T Daniel Elementary School
	Glenridge Elementary School
	Grass Lake Elementary School
	Horizon Elementary School
	Jenkins Creek Elementary School
	Kent Elementary School
	Kent Mountain View Academy

	Kent Pheonix Academy
	Kent Valley Early Leaning Center
	Kent Meridian High School
	Kent Lake High School
	Kentridge High School
	Kentwood High School
	Lake Youngs Elementary School
	Martin Sortun Elementary School
	Mattson Middle School
	Meadow Ridge Elementary School
	Meeker Middle School
	Meridian Elementary School
	Meridian Middle School
	Mill Creek Middle School
	Millennium Elementary School
	Neely-O'Brien Elementary School
	Northwood Middle School
	Panther Lake Elementary School
	Park Orchard Elementary School
	Pine Tree Elementary School
	Ridgewood Elementary School
	Sawyer Woods Elementary School
	Scenic Hill Elementary School
	Soos Creek Elementary School
	Springbrook Elementary School
	Sunrise Elementary School
Life Care Centers of America	LCCA Marysville
	LCCA Kirkland
	LCCA Federal Way
	Hallmark Manor
	Garden Terrace
	LCCA Puyallup
	LCCA South Hill
	Cottesmore of Life Care
Manorcare - Tacoma	
Multicare	Allenmore Hospital
	Good Samaritan Hospital
	MultiCare Auburn Medical Center
	Mary Bridge Children's Hospital
	Tacoma General Hospital
	MultiCare Covington Medical Center
	MultiCare Urgent Care Auburn
	MultiCare Sumner Medical Associates
Naphcare	SCORE
Orting School District	Orting Primary School
	Ptarmigan Ridge Elementary School
	Orting Middle School
	Orting High School

Providence Health and Services-WA	Providence Hospice of Seattle
	Providence Marianwood
	Providence Mt. St. Vincent
	Providence Regional Medical Center Everett-Colby
	Providence Regional Medical Center Everett-Pacific
Rainier State School	
Seattle Medical Post Acute Care	
Sumner School District	Bonney Lake High School
	Sumner High School
	Lake Ridge Middle School
	Mountain View Middle School
	Sumner Middle School
	Bonney Lake Elementary School
	Crestwood Elementary School
	Daffodil Valley Elementary School
	Donald Eismann Elementary School
	Emerald Hills Elementary School
	Liberty Ridge Elementary School
	Maple Lawn Elementary School
	Tehaleh Heights Elementary School
	Victor Falls Elementary School
Tahoma School District	Cedar River Elementary School
	Glacier Park Elementary School
	Lake Wilderness Elementary School
	Maple View Middle School
	Rock Creek Elementary School
	Shaddow Lake Elementary School
	Summit Trail Middle School
	Tahoma Elementary School
	Tahoma High School
Talbot Rehabilitation	
Transitional Care Center of Seattle	
UW Medicine/Valley Medical Center	Valley Medical Center
VA Puget Sound Healthcare System	VA Seattle
	American Lake VA
White River School District	White River High School
	Glacier Middle School
	Elk Ridge Elementary School
	Foothills Elementary School
	Mountain Meadow Elementary School
	Wilkeson Elementary School
Western State Hospital	

Applied Baccalaureate External Review Rubric

Instructions for colleges submitting a BAS degree proposal:

1. As part of completing a program proposal, colleges must select two external experts to review the program.
2. Reviews should be completed by an independent, third-party person or team with subject/discipline expertise.
3. At least one, preferably two, of these external expert reviewers should come from a university level institution, i.e. departmental professor, academic dean or department head.
4. A second external expert reviewer may be a professional/practitioner who works for a private or public organization other than the university.
5. External Expert Reviewers should be instructed by colleges to address the criteria listed in this rubric.

Instructions for External Expert Reviewers:

1. External Expert Reviews provide critical feedback to colleges so that they may address potential concerns, issues or criticisms prior to final submission of a program proposal to the State Board of Community and Technical Colleges.
2. Reviewers should be independent, third-party persons or teams with subject/discipline expertise.
3. The goal of a review is to assess the credibility, design, relevance, rigor, and effectiveness of the proposed BAS program.
4. Reviewers should also validate the congruency and consistency of the program's curriculum with current research, academic thinking and industry standards.
5. Reviewers need not provide responses to every criteria listed in the Rubric. If reviewers feel that they cannot adequately address any one of the criteria, they may simply state that this is the case.
6. This form is designed to assist External Expert Reviewers to complete assessments of baccalaureate degree program proposals. External Expert Reviewers are not restricted to the use of this rubric template. Reviewers may choose, instead, to provide a college with a written narrative. In whatever format they choose, reviewers should address the criteria outline in the rubric.

Applied Baccalaureate External Review Rubric

College Name:	Green River College	BAS Degree Title:	LPN-BSN
Reviewer Name/ Team Name:	Dianne Nauer	Institutional or Professional Affiliation:	St Martin's University Assistant Professor
Professional License or Qualification, if any:	ARNP	Relationship to Program, if any:	Reviewer
Please evaluate the following Specific Elements			
7. Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	Comment Yes, as stated in their clinical placement proposal, there are more than 7,700 open RN positions annually regionally. This number is expected to increase as an additional one-third of the WA RNs are considering retirement earlier than planned. The current hiring preference locally is for BSN educated nurses which means this program will lead to jobs.		
8. Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	Comment Yes, the program learning outcomes are aligned with the newest AACN Essentials which set the standards for BSN education.		
9. Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?		
	Comment Yes, the proposed curriculum is aligned with Statement of Needs Document. The curriculum is well organized with logical progression for each quarter building on the previous quarter, meeting all the AACN essentials for baccalaureate education in nursing.		
10. Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?		
	Comment		

Applied Baccalaureate External Review Rubric

	Yes, the upper-level courses are relevant to industry needs. Include: Population Health, Leadership, Care Coordination & Telehealth as well as Reflective Practice & Interprofessional Collaboration
11. General Education Requirements	Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	Comment Yes, the general education pre-req courses align with RN-BSN DTA agreements already in place in WA state for advancement to BSN degree.
1. Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?
	Comment Yes, critical thinking and inquiry with academic writing are covered in the curriculum
2. Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?
	Comment Yes, there are currently enough master's prepared or higher for majority of faculty with BSN staff currently enrolled in master's or doctoral programs with expected graduations prior to start of LPN-BSN program. There are also budget plans for hiring additional tenure track positions and adjunct faculty for specialty needs.
3. Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?
	Comment Yes, the program referenced the numerous support resources available to support the program and students including: Career & Advising Center Benefits Hub Counseling Center Library resources Tutoring center Physical classroom & lab space
	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?

Applied Baccalaureate External Review Rubric

4.	Membership and Advisory Committee	Comment Yes, approval received from advisory committee
5.	Overall assessment and recommendations	Please summarize your overall assessment of the program. Comment This is a well-researched and organized program proposal based on community needs for increased BSN educated nurses. In removing one of the most cited barriers by WA LPNs, lack of close programs for academic progression, GRC is meeting a significant community need to produce more BSN nurses. Diversity is also being addressed in this proposed program. The LPN population has the most diverse workforce so to increase diversity in the RN workforce, providing this local program to accommodate academic progression for LPNs is very necessary. This program planning has been thoughtful and thorough to envision a high-quality BSN education for LPNs who desire academic progression. The creative effort invested in plans for clinical experiences is to be complimented. Augmenting with simulation is clearly the wave of the future in nursing education. As a community member who is intimately invested in removing barriers for LPNs who wish to progress academically, I enthusiastically endorse this program as presented.
Reviewer Bio or Resume Evaluator, please insert a short bio here Dianne Nauer, EdD, ARNP, MN, BSN 3808 122 nd Ave E, Edgewood, WA 98372 dnauer@stmartin.edu Education EdD: Educational & Nsg Leadership: University of Washington-Tacoma 2018-2021 GPA: 3.82		

Applied Baccalaureate External Review Rubric

MN: Psychosocial Nursing	University of Washington-Seattle	1992-93	GPA: 3.81
BSN: Nursing	University of Washington-Seattle	1982-85	GPA: 3.48
Experience			
• Dean of Allied Health, Bates Technical College			2016-2019
• Executive Director of Nursing, Bates Technical College			2009-2019
• Staff RNC, Family Birth Center, St Elizabeth Hospital			2009-2011
• Resource Charge Nurse, Family Birth Center, St Francis Hospital			1987-2009
• ANCC Mental Health Nurse Practitioner, private practice			1995-current
• Childbirth Education Coordinator, St Francis Hospital			1990-1996
• On call Labor Nurse at SJMC free standing Birth Center			1985-1987
• Staff Nurse, Labor/delivery, St Joseph Medical Center			1985-1987
Presentations			
• "I don't have time to Meditate and other Myths: Stress Management for Nursing Students" CNEWS presentation			2009-2019
• "Complimentary Alternative Medicine in Nursing"			2009-2019
• "Dealing with Grief & Loss" the Heart of Nursing conference			2009-2010
• "Labor Coping Strategies for Labor Nurses" advanced training course for Franciscan Health Systems OB nurses			2008
Teaching Experience			
• St Martin's University: nursing subjects/ health assessment, acute & chronic mental health, Level I clinical			2020-current

Applied Baccalaureate External Review Rubric

- Bates Technical College: nursing subjects/Stress Management, PVR, OB, Nursing Fundamentals, Neuro, Mental Health, CAM therapies
2008-2019
- Tacoma Community College: nursing subjects/OB, Foundations of Nursing 1995-96
- Bates Technical College: childbirth instructor trainer 1998-2003

Professional Development

- Adult Mental Health Clinical Nurse Specialist Certification 1995-current
- AHNA Stress Management Teacher Training Certification 2008-current
- Annual American Academy of Nurse Practitioner Conference 1995-current

Affiliations/Memberships

- American Academy of Nurse Practitioners 1995-current
- American Holistic Nurses Association
- Advanced Registered Nurse Practitioners United 2003-current
- Past Pierce Co. Healthcare Career Council Chair 2017-2019
- Past Clinical Placements Northwest Board President 2016-17

Interests

- complimentary alternative medicine
- stress management and connection to health/wellness
- reading/travel
- Husky & Seahawks football!



STATE OF WASHINGTON
DEPARTMENT OF HEALTH
Nursing Care Quality Assurance Commission
P.O. Box 47864
Olympia, WA 98504-7864

February 8, 2022

Karalynn LaValley, PhD, RN
Associate Dean, Nursing
Green River Community College
12401 SE 320th St.
Auburn, WA 98092

Dear Dr. LaValley:

Dr. Mary Baroni, a pro tem member of the Nursing Care Quality Assurance Commission, informed the Nursing Commission of a request to serve as an external reviewer of the LPN-BSN proposal being submitted to the State Board of Community and Technical Colleges.

I am happy to inform you that after a thorough analysis of the request, there is no appearance of a conflict of interest with Dr. Baroni's work as an external reviewer for the Green River Community College nursing program and her pro tem role with the Nursing Commission. In fact, the request lead to a process improvement for the Nursing Commission. The Nursing Commission will develop a procedure and screening tool for all members who participate in nursing program approvals. The tool will be kept in the members' files for the Nursing Commission and annually reviewed.

I am grateful to be able to provide you this information. If you have any questions, please contact me at paula.meyer@doh.wa.gov or by phone at 360-236-4713.

Sincerely,

Paula R. Meyer MSN, RN, FRE
Executive Director

Cc: Dr. Mary Baroni
Dr. Gerianne Babbo

Applied Baccalaureate External Review Rubric

Instructions for colleges submitting a BAS degree proposal:

1. As part of completing a program proposal, colleges must select two external experts to review the program.
2. Reviews should be completed by an independent, third-party person or team with subject/discipline expertise.
3. At least one, preferably two, of these external expert reviewers should come from a university level institution, i.e. departmental professor, academic dean or department head.
4. A second external expert reviewer may be a professional/practitioner who works for a private or public organization other than the university.
5. External Expert Reviewers should be instructed by colleges to address the criteria listed in this rubric.

Instructions for External Expert Reviewers:

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4. Reviewers should also validate the congruency and consistency of the program's curriculum with current research, academic thinking and industry standards.
5. Reviewers need not provide responses to every criteria listed in the Rubric. If reviewers feel that they cannot adequately address any one of the criteria, they may simply state that this is the case.
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Applied Baccalaureate External Review Rubric

College Name:	Green River College	BAS Degree Title:	LPN-to-BSN
Reviewer Name/ Team Name:	Mary A. Baroni, PhD, RN	Institutional or Professional Affiliation:	Professor Emeritus, University of Washington Bothell
Professional License or Qualification, if any:	Nursing Education Consultant and Co-PI of the RWJF funded <i>Academic Progression in Nursing (APIN) Grant to WA State: 2012- 2016.</i>	Relationship to Program, if any:	PI of Premera Grant: <i>Increasing Opportunities for LPN Academic Advancement in Washington State</i> (\$1.78M, 2021-2024). Green River College is a collaborator on this grant initiative.
Please evaluate the following Specific Elements			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p>Comment:</p> <p>The overall concept of the degree program is particularly relevant as an efficient cohort-based pathway for LPNs to progress through to their BSN completion within a context of a community college well versed in the needs and competencies of LPNs coming into this pathway. There are currently 4 community colleges who are either in the planning stages (Columbia Basin College, Green River College, and Wenatchee Valley College) or initial implementation stages (Olympic College). While Green River is the only one of these 4 CTCs without a current RN-to-BSN pathway, they have the unique advantage, along with Olympic College, as two schools well versed in LPN education. Current employer demands for RNs in general and BSN prepared RNs in particular is well documented in the initial Green River Statement of Need.</p> <p>Green River College faculty have aligned their End of Program Student Learning Outcomes with the 2021 <i>AACN Essentials: Core Competencies for Professional Nursing Education</i> as well as with the <i>Quality and Safety Education for Nurses (QSEN) Competencies</i> which are both highly respected national nursing competencies for baccalaureate pre-licensure nursing education.</p> <p>https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf</p> <p>https://qsen.org/competencies/pre-licensure-ksas/</p>		

Applied Baccalaureate External Review Rubric

	The graduates of this program will be highly employable because not only are they BSN prepared nurses, but their educational pathway builds on competencies and valued clinical practice experiences already achieved through their licensure as LPNs.
b) Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment:</p> <p>The degree learning outcomes (End-of-Program Student Learning Outcomes)/EPSLOs) demonstrate appropriate baccalaureate rigor given that they have already been aligned in a crosswalk with the 2021 revised <i>AACN Essentials: Core Competencies for Professional Nursing Practice</i>, as well as the campus-wide learning outcomes. Their outcomes go beyond the expected outcomes of an Associate Degree RN program in that they also address additional baccalaureate nursing competencies in population-based care, evidence-based practice research, and systems thinking/leadership principles. One recommendation would be to similarly crosswalk the EPSLO, Course Content Learning Outcomes (CCLOs) and the QSEN Competencies that they are referencing as an additional national nursing standard as they have already done with the AACN Essentials.</p>
c) Curriculum Alignment	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>Comment:</p> <p>The curriculum does align with the program's Statement of Needs document and reflects the additional benefits of collaborative curriculum development across the 4 schools who are part of the Premera Blue Cross funds to support the development, implementation, and evaluation of this relatively new pathway for LPNs in Washington State. Only two other schools have implemented similar cohort-based LPN-to-BSN options as of fall 2021, being Saint Martin's University and Olympic College.</p> <p>What is particularly striking about this alignment is that it addresses at least three pressing needs in our state, 1) the need for more RNs in general and BSN nurses in particular; 2) the need for a more diverse nursing workforce given the significantly greater diversity among LPNs vs RNs; and 3) the need to address the equity issue in educational access for LPNs in our state. The 2019 statewide survey of LPNs in Washington State highlighted the tremendous interest of LPNs wanting to advance their education and the numerous barriers including lack of LPN options in Washington State. Premera is funding the LPN-BSN pilot program development/implementation through their Social Impact Grants Program and has recognized that providing LPNs with viable options to progress in their education is not only a nursing workforce issue but an equity issue as well. As one LPN responding to a 2019 survey stated, <i>"I believe that our state makes it very challenging for LPNs to earn our RN because of lack of available programs. I am currently in another professional program because of this. I feel it</i></p>

Applied Baccalaureate External Review Rubric

	<p><i>would be huge for our state to help with this and give LPNs a chance to further their education. There is not a lot out there for us and the few LPN-RN bridge programs that are do not take many LPNs each year. ”</i></p> <p>One area of clarification that would strengthen this proposal would be to provide further details describing their plans for a hybrid model. We know, from multiple surveys and focus groups, that LPNs are particularly interested in hybrid/online opportunities. Providing more specifics about what part of the curriculum is online and what is in person would be helpful as they further flesh out their plans.</p>
d) Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment:</p> <p>The core and elective courses do align with employer needs/demands as well as respond to current changes in the healthcare system. The curriculum in aligning with the recently revised AACN Essentials which were developed collaboratively between nursing experts from both higher education as well as those in nursing practice.</p> <p>The new emphasis on competencies for practice including population health, evidence-based practice, leadership, quality improvement, and care management have been incorporated in the proposed curriculum. I am particularly struck by the importance of the course, BNURS 464 Nursing Care Coordination & Interprofessional Collaboration. One suggestion to further strengthen this course would be to incorporate some level of application/practice experiences into this course. This same suggestion could be made in other of their core courses encouraging application and active learning. Another example might be within BNURS 424 Evidence-Based Practice in Nursing with opportunities to partner with community agencies/facilities to examine relevant issues or problems currently challenging staff. I realize the courses have not yet been fully fleshed out in terms of teaching/learning strategies, but I would encourage a strong mix of opportunities to blend academic rigor with clinical practice relevance through strong academic-practice partnerships. Doing this will allow student to recognize the relevance more easily of what they are learning and begin to incorporate this growing knowledge into their current practice settings.</p>
e) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment:</p> <p>I applaud the efforts that Green River has made in identifying relevant upper-division general education requirements from Communication, Anthropology, Psychology and English departments. I do have two questions about this: 1) the area where most post-licensure students are most often deficient is in the humanities and it is not</p>

Applied Baccalaureate External Review Rubric

	<p>clear which of these would meet humanities requirements; and 2) If a student is admitted with all of their essential general education requirements met, either through prior college credits or a direct transfer agreement (DTA), would they still be required to take the additional 15 upper-division “electives”? For example, not all CTCs and universities consider CMST courses as meeting humanities requirements.</p> <p>If the currently proposed LPN-to-BSN DTA/MRP is approved in the coming year, how would that change some of the requirements once implemented? Also, while not specifically asked for here, I am wondering about the 45 pre-requisites to listed to the LPN program given that the DTA proposal under review only requires 35 credits as pre-requisite to LPN programs. I am sure that this has been considered but addressing this proactively might be worth considering.</p>
f) Preparation for Graduate Program Acceptance	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Comment:</p> <p>Nursing education in Washington State has done tremendous work over the last decade or so in streamlining pathways and assuring common pre-requisites and nursing core content. Assuming this program is successfully implemented, moves forward with national accreditation for the LPN-BSN program, I would anticipate that the degree concept, learning outcomes, and curriculum would prepare graduates for apply for and undertake graduate nursing education programs – whether it be masters or doctorate (DNP or PhD).</p>
g) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment:</p> <p>This is somewhat difficult to answer in that I haven’t reviewed faculty CVs, but I am aware that all of the current full-time (4) faculty area masters prepared, and the Associate Dean holds her PhD in Nursing Science from the University of Washington and was a Robert Wood Johnson Foundation Future of Nursing Scholar. Among the 9-adjunct faculty, all have graduate nursing education credentials. The credentials of the current faculty exceed those of many other Washington State nursing programs given the challenges in recruiting nurse educators when practice positions are far more lucrative. This is clearly a strength. Green River plans to hire 1.5 FTE full-time faculty and 5 part-time adjunct faculty and should target recruitment of these new positions to maximize breadth of knowledge and experience required for a strong BSN program.</p> <p>As the PI of the current Premera Grant (\$1.78M), <i>Increasing Opportunities for LPN Academic Progression in Washington State</i>, I have been most impressed with the commitment, engagement, and passion that the Green</p>

Applied Baccalaureate External Review Rubric

	River faculty have demonstrated during the planning phases. We have sponsored 3 faculty development workshops this fall and each time, the strongest participation has consistently been from Green River College.
h) Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Comment:</p> <p>Based on my review of their Statement of Need previously submitted to the SBCTC, it appears that they demonstrate adequate resources to sustain and advance the program including student support and library services. They have worked diligently to develop strategies to assure that the addition of this new program will not displace current nursing students in the region. My understanding is that they have presented their proposal to the Clinical Placements Northwest (CPNW) without any concerns being expressed and anticipate a formal approval this month.</p> <p>They are also seeking to identify additional community sites in an effort to minimize adverse impact within CPNW including rural focused opportunities. They have been quite resourceful in identifying and securing additional funds to support this proposal including two HEET grants in addition to being a core partner in the Premera Grant. Premera funds will provide \$70,000 scholarship funds to support their first cohort as well as ongoing faculty development opportunities. The level of collaboration across the 4 grant partners (Columbia Basin, Green River, Wenatchee Valley, and Saint Martin University) has been phenomenal and discussions of maximizing resources wherever possible are ongoing. This level of resourcefulness bodes well for assuring adequate resources to sustain and advance the proposed program.</p>
i) Membership and Advisory Committee	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?</p> <p>Comment:</p> <p>While I have not seen the minutes to verify this, I have been informed that the Green River Advisory Board has reviewed this proposal and have enthusiastically endorsed it. Advisory Board members have also contributed to the development of at least two of the LPN-BSN courses, Care Coordination and Interprofessional Collaboration and Informatics & Telehealth.</p>
j) Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p>Comment:</p> <p>My overall assessment of this proposal is that it is well conceived and thoughtfully addresses potential challenges particularly around the issue of clinical placements. As you well know, Green River proposed an LPN-to-BSN program a number of years ago that was denied primarily based on concerns about clinical placements. Dr.</p>

Applied Baccalaureate External Review Rubric

	<p>LaValley had both thoughtfully and skillfully considered this challenge and has been very effective in articulating her efforts to minimize impact on local programs. She should be commended for that collaborative accomplishment.</p> <p>Another strength of this proposal pertains to the superb collaboration and support provided across the four pilot LPN-to-BSN sites. Having this ongoing support throughout the planning and implementation phases through the Premera funding provides a collective safety net for all of the schools. For example, Saint Martin admitted their first cohort this fall and are providing a faculty development session for all the schools on lessons learned. Although Olympic College is not a formal partner in the Premera Grant, the OC faculty have been and will continue to be invited to participate in all of our faculty development workshops this year.</p> <p>The grant has also provided expert consultation from colleagues at Fitchburg State College in Massachusetts who developed a similar program in 2013 and have been very generous in sharing their successes and lessons learned. Once implemented, end of quarter/semester focus groups with the first cohort of LPN-BSN students will be conducted throughout their program as part of a formative evaluation process to identify potential challenges and resolution strategies to assure student and program success. I have full confidence that if approved, Dr. LaValley and her very committed faculty team will be successful in the implementation and evaluation of this much needed program.</p>
<p>Reviewer Bio or Resume: (Evaluator, please insert a short bio here)</p> <p>Education: BA Oberlin College (Asian Studies/Religion); BS University of North Carolina at Charlotte (Nursing); MS University of Rochester (Pediatric Nurse Practitioner); PhD Cornell University (Human Development & Family Studies/Nutritional Sciences).</p> <p>Academic Positions: Assistant Professor, University of Rochester (1988-1991); Assistant Professor, University of Wisconsin-Madison (1991-1995); Associate Professor, Marquette University (1995-1998); Professor, University of Washington Bothell (2002-2017); Visiting Professor/Consultant, Western Washington University (2013-2018); Professor Emeritus, University of Washington Bothell (2017-present).</p> <p>Research Positions: Co-Director, University of Wisconsin MCH Funded Pediatric Pulmonary Center (1990-1995); Director of Research, Education, & Practice, Wisconsin Children's Hospital (1998-2001); Director of Practice, Education, and Research, Seattle Children's Hospital (2001-2002)</p> <p>Nursing Education & Research Consultant: Zurich University of Applied Sciences, School of Health Professions, Zurich, Switzerland, 2015; PeaceHealth Saint Joseph Medical Center, Bellingham, WA (2018-present)</p>	

Applied Baccalaureate External Review Rubric

Nursing Regulation: Commissioner, Nursing Care Quality Assurance Commission (2013-2021); Pro-Tem member (2021-present); Chair, NCSBN Institute for Regulatory Excellence (2015-2019); NCSBN Outstanding Contributions Award (2020).

Direct Transfer Degree Pathways: Nursing Lead for 1) Pre-Nursing DTA (2004); 2) Associate in Nursing DTA (2014); and 3) LPN-to-Associate in Nursing DTA (2021 – still in review); and 4) LPN-to-BSN DTA (2021 – still in review).

Relevant Grant Funding:

2021-present *Increasing Opportunities for LPN Academic Progression in Washington State Grant*. Premera Blue Cross through the Washington Center for Nursing (WCN), \$1,741,021.

2021-present *LPN Academic Progression Grant*. Premera Blue Cross through the Washington Center for Nursing (WCN), Summer advance of \$39,802.

2019-2020 *LPN-to-BSN Pathway Planning Grant*. Premera Blue Cross through the Washington Center for Nursing (WCN), \$49,960.

2014-2016 *Academic Progression in Nursing in Washington State (APIN-2)*. Robert Wood Johnson Foundation application for refunding for 2 more years through the Washington Center for Nursing, \$300,000. Co-PI with Linda Tieman (2014-2015), Sofia Aragon (2015-2016), WCN Executive Director.

2012-2014 *Academic Progression in Nursing in Washington State (APIN-WA)*. Robert Wood Johnson Foundation funding award through the Washington Center for Nursing, \$300,000. Co-Project Director with Linda Tieman, WCN Executive Director.

2010-2013 *University of Washington Bothell Nursing Faculty Consortium Training Program*, Congressionally Directed Grant House Appropriations Bill sponsored by Congressman Jay Inslee, Congressman Jim McDermott, and Senator Patty Murray, \$200,000.

2010-2011 Johnson & Johnson Promise of Nursing Capacity Grant: *Increasing Nursing Education Capacity through Blended Learning*, \$25,000.

2009-2011 *University of Washington Bothell Nursing Education Program. Congressionally Directed Grant*, House Appropriations Bill sponsored by Congressman Jay Inslee and Senator Maria Cantwell, \$330,000

2008-2010 *University of Washington, Bothell Consortium for Preparing MN Nursing Faculty*, FIPSE, House Appropriations Bill, sponsored by Congressman Jay Inslee, Congressman Dave Reichert, and Senator Maria Cantwell., \$287,000

Applied Baccalaureate External Review Rubric

2007-2008 Johnson & Johnson Promise of Nursing Capacity Grant: *A Diversity Outreach to Increase Students from Underrepresented/Minority Populations*, \$25,000.

2003-2005 Seattle Children's Hospital and Regional Medical Center H1B funds to fully support 15 RNs returning for the RN-BSN, \$135,000
1998 Wisconsin Area Health Education

Applied Baccalaureate External Review Rubric

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3. The goal of a review is to assess the credibility, design, relevance, rigor, and effectiveness of the proposed BAS program.
4. Reviewers should also validate the congruency and consistency of the program's curriculum with current research, academic thinking and industry standards.
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Applied Baccalaureate External Review Rubric

College Name:	Green River College	BAS Degree Title:	LPN-BSN
Reviewer Name/ Team Name:	Dianne Nauer	Institutional or Professional Affiliation:	St Martin's University Assistant Professor
Professional License or Qualification, if any:	ARNP	Relationship to Program, if any:	Reviewer
Please evaluate the following Specific Elements			
7. Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	Comment Yes, as stated in their clinical placement proposal, there are more than 7,700 open RN positions annually regionally. This number is expected to increase as an additional one-third of the WA RNs are considering retirement earlier than planned. The current hiring preference locally is for BSN educated nurses which means this program will lead to jobs.		
8. Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	Comment Yes, the program learning outcomes are aligned with the newest AACN Essentials which set the standards for BSN education.		
9. Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?		
	Comment Yes, the proposed curriculum is aligned with Statement of Needs Document. The curriculum is well organized with logical progression for each quarter building on the previous quarter, meeting all the AACN essentials for baccalaureate education in nursing.		
10. Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?		
	Comment		

Applied Baccalaureate External Review Rubric

	Yes, the upper-level courses are relevant to industry needs. Include: Population Health, Leadership, Care Coordination & Telehealth as well as Reflective Practice & Interprofessional Collaboration
11. General Education Requirements	Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	Comment Yes, the general education pre-req courses align with RN-BSN DTA agreements already in place in WA state for advancement to BSN degree.
1. Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?
	Comment Yes, critical thinking and inquiry with academic writing are covered in the curriculum
2. Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?
	Comment Yes, there are currently enough master's prepared or higher for majority of faculty with BSN staff currently enrolled in master's or doctoral programs with expected graduations prior to start of LPN-BSN program. There are also budget plans for hiring additional tenure track positions and adjunct faculty for specialty needs.
3. Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?
	Comment Yes, the program referenced the numerous support resources available to support the program and students including: Career & Advising Center Benefits Hub Counseling Center Library resources Tutoring center Physical classroom & lab space
	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?

Applied Baccalaureate External Review Rubric

4.	Membership and Advisory Committee	Comment Yes, approval received from advisory committee
5.	Overall assessment and recommendations	Please summarize your overall assessment of the program. Comment This is a well-researched and organized program proposal based on community needs for increased BSN educated nurses. In removing one of the most cited barriers by WA LPNs, lack of close programs for academic progression, GRC is meeting a significant community need to produce more BSN nurses. Diversity is also being addressed in this proposed program. The LPN population has the most diverse workforce so to increase diversity in the RN workforce, providing this local program to accommodate academic progression for LPNs is very necessary. This program planning has been thoughtful and thorough to envision a high-quality BSN education for LPNs who desire academic progression. The creative effort invested in plans for clinical experiences is to be complimented. Augmenting with simulation is clearly the wave of the future in nursing education. As a community member who is intimately invested in removing barriers for LPNs who wish to progress academically, I enthusiastically endorse this program as presented.
Reviewer Bio or Resume Evaluator, please insert a short bio here Dianne Nauer, EdD, ARNP, MN, BSN 3808 122 nd Ave E, Edgewood, WA 98372 dnauer@stmartin.edu Education EdD: Educational & Nsg Leadership: University of Washington-Tacoma 2018-2021 GPA: 3.82		

Applied Baccalaureate External Review Rubric

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Applied Baccalaureate External Review Rubric

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- reading/travel
- Husky & Seahawks football!

Applied Baccalaureate External Review Rubric



STATE OF WASHINGTON
DEPARTMENT OF HEALTH
Nursing Care Quality Assurance Commission
P.O. Box 47864
Olympia, WA 98504-7864

February 8, 2022

Karalynn LaValley, PhD, RN
Associate Dean, Nursing
Green River Community College
12401 SE 320th St.
Auburn, WA 98092

Dear Dr. LaValley:

Dr. Mary Baroni, a pro tem member of the Nursing Care Quality Assurance Commission, informed the Nursing Commission of a request to serve as an external reviewer of the LPN-BSN proposal being submitted to the State Board of Community and Technical Colleges.

I am happy to inform you that after a thorough analysis of the request, there is no appearance of a conflict of interest with Dr. Baroni's work as an external reviewer for the Green River Community College nursing program and her pro tem role with the Nursing Commission. In fact, the request lead to a process improvement for the Nursing Commission. The Nursing Commission will develop a procedure and screening tool for all members who participate in nursing program approvals. The tool will be kept in the members' files for the Nursing Commission and annually reviewed.

I am grateful to be able to provide you this information. If you have any questions, please contact me at paula.meyer@doh.wa.gov or by phone at 360-236-4713.

Sincerely,

Paula R. Meyer MSN, RN, FRE

Paula R. Meyer MSN, RN, FRE
Executive Director

Cc: Dr. Mary Baroni
Dr. Gerianne Babbo

Applied Baccalaureate External Review Rubric

Instructions for colleges submitting a BAS degree proposal:

1. As part of completing a program proposal, colleges must select two external experts to review the program.
2. Reviews should be completed by an independent, third-party person or team with subject/discipline expertise.
3. At least one, preferably two, of these external expert reviewers should come from a university level institution, i.e. departmental professor, academic dean or department head.
4. A second external expert reviewer may be a professional/practitioner who works for a private or public organization other than the university.
5. External Expert Reviewers should be instructed by colleges to address the criteria listed in this rubric.

Instructions for External Expert Reviewers:

1. External Expert Reviews provide critical feedback to colleges so that they may address potential concerns, issues or criticisms prior to final submission of a program proposal to the State Board of Community and Technical Colleges.
2. Reviewers should be independent, third-party persons or teams with subject/discipline expertise.
3. The goal of a review is to assess the credibility, design, relevance, rigor, and effectiveness of the proposed BAS program.
4. Reviewers should also validate the congruency and consistency of the program's curriculum with current research, academic thinking and industry standards.
5. Reviewers need not provide responses to every criteria listed in the Rubric. If reviewers feel that they cannot adequately address any one of the criteria, they may simply state that this is the case.
6. This form is designed to assist External Expert Reviewers to complete assessments of baccalaureate degree program proposals. External Expert Reviewers are not restricted to the use of this rubric template. Reviewers may choose, instead, to provide a college with a written narrative. In whatever format they choose, reviewers should address the criteria outline in the rubric.

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College Name:	Green River College	BAS Degree Title:	LPN-to-BSN
Reviewer Name/ Team Name:	Mary A. Baroni, PhD, RN	Institutional or Professional Affiliation:	Professor Emeritus, University of Washington Bothell
Professional License or Qualification, if any:	Nursing Education Consultant and Co-PI of the RWJF funded <i>Academic Progression in Nursing (APIN) Grant to WA State: 2012- 2016.</i>	Relationship to Program, if any:	PI of Premera Grant: <i>Increasing Opportunities for LPN Academic Advancement in Washington State</i> (\$1.78M, 2021-2024). Green River College is a collaborator on this grant initiative.
Please evaluate the following Specific Elements			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p>Comment:</p> <p>The overall concept of the degree program is particularly relevant as an efficient cohort-based pathway for LPNs to progress through to their BSN completion within a context of a community college well versed in the needs and competencies of LPNs coming into this pathway. There are currently 4 community colleges who are either in the planning stages (Columbia Basin College, Green River College, and Wenatchee Valley College) or initial implementation stages (Olympic College). While Green River is the only one of these 4 CTCs without a current RN-to-BSN pathway, they have the unique advantage, along with Olympic College, as two schools well versed in LPN education. Current employer demands for RNs in general and BSN prepared RNs in particular is well documented in the initial Green River Statement of Need.</p> <p>Green River College faculty have aligned their End of Program Student Learning Outcomes with the 2021 <i>AACN Essentials: Core Competencies for Professional Nursing Education</i> as well as with the <i>Quality and Safety Education for Nurses (QSEN) Competencies</i> which are both highly respected national nursing competencies for baccalaureate pre-licensure nursing education.</p> <p>https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf</p> <p>https://qsen.org/competencies/pre-licensure-ksas/</p>		

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	The graduates of this program will be highly employable because not only are they BSN prepared nurses, but their educational pathway builds on competencies and valued clinical practice experiences already achieved through their licensure as LPNs.
b) Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment:</p> <p>The degree learning outcomes (End-of-Program Student Learning Outcomes)/EPSLOs) demonstrate appropriate baccalaureate rigor given that they have already been aligned in a crosswalk with the 2021 revised <i>AACN Essentials: Core Competencies for Professional Nursing Practice</i>, as well as the campus-wide learning outcomes. Their outcomes go beyond the expected outcomes of an Associate Degree RN program in that they also address additional baccalaureate nursing competencies in population-based care, evidence-based practice research, and systems thinking/leadership principles. One recommendation would be to similarly crosswalk the EPSLO, Course Content Learning Outcomes (CCLOs) and the QSEN Competencies that they are referencing as an additional national nursing standard as they have already done with the AACN Essentials.</p>
c) Curriculum Alignment	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>Comment:</p> <p>The curriculum does align with the program's Statement of Needs document and reflects the additional benefits of collaborative curriculum development across the 4 schools who are part of the Premera Blue Cross funds to support the development, implementation, and evaluation of this relatively new pathway for LPNs in Washington State. Only two other schools have implemented similar cohort-based LPN-to-BSN options as of fall 2021, being Saint Martin's University and Olympic College.</p> <p>What is particularly striking about this alignment is that it addresses at least three pressing needs in our state, 1) the need for more RNs in general and BSN nurses in particular; 2) the need for a more diverse nursing workforce given the significantly greater diversity among LPNs vs RNs; and 3) the need to address the equity issue in educational access for LPNs in our state. The 2019 statewide survey of LPNs in Washington State highlighted the tremendous interest of LPNs wanting to advance their education and the numerous barriers including lack of LPN options in Washington State. Premera is funding the LPN-BSN pilot program development/implementation through their Social Impact Grants Program and has recognized that providing LPNs with viable options to progress in their education is not only a nursing workforce issue but an equity issue as well. As one LPN responding to a 2019 survey stated, <i>"I believe that our state makes it very challenging for LPNs to earn our RN because of lack of available programs. I am currently in another professional program because of this. I feel it</i></p>

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	<p><i>would be huge for our state to help with this and give LPNs a chance to further their education. There is not a lot out there for us and the few LPN-RN bridge programs that are do not take many LPNs each year. ”</i></p> <p>One area of clarification that would strengthen this proposal would be to provide further details describing their plans for a hybrid model. We know, from multiple surveys and focus groups, that LPNs are particularly interested in hybrid/online opportunities. Providing more specifics about what part of the curriculum is online and what is in person would be helpful as they further flesh out their plans.</p>
d) Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment:</p> <p>The core and elective courses do align with employer needs/demands as well as respond to current changes in the healthcare system. The curriculum in aligning with the recently revised AACN Essentials which were developed collaboratively between nursing experts from both higher education as well as those in nursing practice.</p> <p>The new emphasis on competencies for practice including population health, evidence-based practice, leadership, quality improvement, and care management have been incorporated in the proposed curriculum. I am particularly struck by the importance of the course, BNURS 464 Nursing Care Coordination & Interprofessional Collaboration. One suggestion to further strengthen this course would be to incorporate some level of application/practice experiences into this course. This same suggestion could be made in other of their core courses encouraging application and active learning. Another example might be within BNURS 424 Evidence-Based Practice in Nursing with opportunities to partner with community agencies/facilities to examine relevant issues or problems currently challenging staff. I realize the courses have not yet been fully fleshed out in terms of teaching/learning strategies, but I would encourage a strong mix of opportunities to blend academic rigor with clinical practice relevance through strong academic-practice partnerships. Doing this will allow student to recognize the relevance more easily of what they are learning and begin to incorporate this growing knowledge into their current practice settings.</p>
e) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment:</p> <p>I applaud the efforts that Green River has made in identifying relevant upper-division general education requirements from Communication, Anthropology, Psychology and English departments. I do have two questions about this: 1) the area where most post-licensure students are most often deficient is in the humanities and it is not</p>

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	<p>clear which of these would meet humanities requirements; and 2) If a student is admitted with all of their essential general education requirements met, either through prior college credits or a direct transfer agreement (DTA), would they still be required to take the additional 15 upper-division “electives”? For example, not all CTCs and universities consider CMST courses as meeting humanities requirements.</p> <p>If the currently proposed LPN-to-BSN DTA/MRP is approved in the coming year, how would that change some of the requirements once implemented? Also, while not specifically asked for here, I am wondering about the 45 pre-requisites to listed to the LPN program given that the DTA proposal under review only requires 35 credits as pre-requisite to LPN programs. I am sure that this has been considered but addressing this proactively might be worth considering.</p>
f) Preparation for Graduate Program Acceptance	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Comment:</p> <p>Nursing education in Washington State has done tremendous work over the last decade or so in streamlining pathways and assuring common pre-requisites and nursing core content. Assuming this program is successfully implemented, moves forward with national accreditation for the LPN-BSN program, I would anticipate that the degree concept, learning outcomes, and curriculum would prepare graduates for apply for and undertake graduate nursing education programs – whether it be masters or doctorate (DNP or PhD).</p>
g) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment:</p> <p>This is somewhat difficult to answer in that I haven’t reviewed faculty CVs, but I am aware that all of the current full-time (4) faculty area masters prepared, and the Associate Dean holds her PhD in Nursing Science from the University of Washington and was a Robert Wood Johnson Foundation Future of Nursing Scholar. Among the 9-adjunct faculty, all have graduate nursing education credentials. The credentials of the current faculty exceed those of many other Washington State nursing programs given the challenges in recruiting nurse educators when practice positions are far more lucrative. This is clearly a strength. Green River plans to hire 1.5 FTE full-time faculty and 5 part-time adjunct faculty and should target recruitment of these new positions to maximize breadth of knowledge and experience required for a strong BSN program.</p> <p>As the PI of the current Premera Grant (\$1.78M), <i>Increasing Opportunities for LPN Academic Progression in Washington State</i>, I have been most impressed with the commitment, engagement, and passion that the Green</p>

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	River faculty have demonstrated during the planning phases. We have sponsored 3 faculty development workshops this fall and each time, the strongest participation has consistently been from Green River College.
h) Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Comment:</p> <p>Based on my review of their Statement of Need previously submitted to the SBCTC, it appears that they demonstrate adequate resources to sustain and advance the program including student support and library services. They have worked diligently to develop strategies to assure that the addition of this new program will not displace current nursing students in the region. My understanding is that they have presented their proposal to the Clinical Placements Northwest (CPNW) without any concerns being expressed and anticipate a formal approval this month.</p> <p>They are also seeking to identify additional community sites in an effort to minimize adverse impact within CPNW including rural focused opportunities. They have been quite resourceful in identifying and securing additional funds to support this proposal including two HEET grants in addition to being a core partner in the Premera Grant. Premera funds will provide \$70,000 scholarship funds to support their first cohort as well as ongoing faculty development opportunities. The level of collaboration across the 4 grant partners (Columbia Basin, Green River, Wenatchee Valley, and Saint Martin University) has been phenomenal and discussions of maximizing resources wherever possible are ongoing. This level of resourcefulness bodes well for assuring adequate resources to sustain and advance the proposed program.</p>
i) Membership and Advisory Committee	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it?</p> <p>Comment:</p> <p>While I have not seen the minutes to verify this, I have been informed that the Green River Advisory Board has reviewed this proposal and have enthusiastically endorsed it. Advisory Board members have also contributed to the development of at least two of the LPN-BSN courses, Care Coordination and Interprofessional Collaboration and Informatics & Telehealth.</p>
j) Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p>Comment:</p> <p>My overall assessment of this proposal is that it is well conceived and thoughtfully addresses potential challenges particularly around the issue of clinical placements. As you well know, Green River proposed an LPN-to-BSN program a number of years ago that was denied primarily based on concerns about clinical placements. Dr.</p>

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	<p>LaValley had both thoughtfully and skillfully considered this challenge and has been very effective in articulating her efforts to minimize impact on local programs. She should be commended for that collaborative accomplishment.</p> <p>Another strength of this proposal pertains to the superb collaboration and support provided across the four pilot LPN-to-BSN sites. Having this ongoing support throughout the planning and implementation phases through the Premera funding provides a collective safety net for all of the schools. For example, Saint Martin admitted their first cohort this fall and are providing a faculty development session for all the schools on lessons learned. Although Olympic College is not a formal partner in the Premera Grant, the OC faculty have been and will continue to be invited to participate in all of our faculty development workshops this year.</p> <p>The grant has also provided expert consultation from colleagues at Fitchburg State College in Massachusetts who developed a similar program in 2013 and have been very generous in sharing their successes and lessons learned. Once implemented, end of quarter/semester focus groups with the first cohort of LPN-BSN students will be conducted throughout their program as part of a formative evaluation process to identify potential challenges and resolution strategies to assure student and program success. I have full confidence that if approved, Dr. LaValley and her very committed faculty team will be successful in the implementation and evaluation of this much needed program.</p>
<p>Reviewer Bio or Resume: (Evaluator, please insert a short bio here)</p> <p>Education: BA Oberlin College (Asian Studies/Religion); BS University of North Carolina at Charlotte (Nursing); MS University of Rochester (Pediatric Nurse Practitioner); PhD Cornell University (Human Development & Family Studies/Nutritional Sciences).</p> <p>Academic Positions: Assistant Professor, University of Rochester (1988-1991); Assistant Professor, University of Wisconsin-Madison (1991-1995); Associate Professor, Marquette University (1995-1998); Professor, University of Washington Bothell (2002-2017); Visiting Professor/Consultant, Western Washington University (2013-2018); Professor Emeritus, University of Washington Bothell (2017-present).</p> <p>Research Positions: Co-Director, University of Wisconsin MCH Funded Pediatric Pulmonary Center (1990-1995); Director of Research, Education, & Practice, Wisconsin Children's Hospital (1998-2001); Director of Practice, Education, and Research, Seattle Children's Hospital (2001-2002)</p> <p>Nursing Education & Research Consultant: Zurich University of Applied Sciences, School of Health Professions, Zurich, Switzerland, 2015; PeaceHealth Saint Joseph Medical Center, Bellingham, WA (2018-present)</p>	

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Nursing Regulation: Commissioner, Nursing Care Quality Assurance Commission (2013-2021); Pro-Tem member (2021-present); Chair, NCSBN Institute for Regulatory Excellence (2015-2019); NCSBN Outstanding Contributions Award (2020).

Direct Transfer Degree Pathways: Nursing Lead for 1) Pre-Nursing DTA (2004); 2) Associate in Nursing DTA (2014); and 3) LPN-to-Associate in Nursing DTA (2021 – still in review); and 4) LPN-to-BSN DTA (2021 – still in review).

Relevant Grant Funding:

2021-present *Increasing Opportunities for LPN Academic Progression in Washington State Grant*. Premera Blue Cross through the Washington Center for Nursing (WCN), \$1,741,021.

2021-present *LPN Academic Progression Grant*. Premera Blue Cross through the Washington Center for Nursing (WCN), Summer advance of \$39,802.

2019-2020 *LPN-to-BSN Pathway Planning Grant*. Premera Blue Cross through the Washington Center for Nursing (WCN), \$49,960.

2014-2016 *Academic Progression in Nursing in Washington State (APIN-2)*. Robert Wood Johnson Foundation application for refunding for 2 more years through the Washington Center for Nursing, \$300,000. Co-PI with Linda Tieman (2014-2015), Sofia Aragon (2015-2016), WCN Executive Director.

2012-2014 *Academic Progression in Nursing in Washington State (APIN-WA)*. Robert Wood Johnson Foundation funding award through the Washington Center for Nursing, \$300,000. Co-Project Director with Linda Tieman, WCN Executive Director.

2010-2013 *University of Washington Bothell Nursing Faculty Consortium Training Program*, Congressionally Directed Grant House Appropriations Bill sponsored by Congressman Jay Inslee, Congressman Jim McDermott, and Senator Patty Murray, \$200,000.

2010-2011 Johnson & Johnson Promise of Nursing Capacity Grant: *Increasing Nursing Education Capacity through Blended Learning*, \$25,000.

2009-2011 *University of Washington Bothell Nursing Education Program. Congressionally Directed Grant*, House Appropriations Bill sponsored by Congressman Jay Inslee and Senator Maria Cantwell, \$330,000

2008-2010 *University of Washington, Bothell Consortium for Preparing MN Nursing Faculty*, FIPSE, House Appropriations Bill, sponsored by Congressman Jay Inslee, Congressman Dave Reichert, and Senator Maria Cantwell., \$287,000

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2007-2008 Johnson & Johnson Promise of Nursing Capacity Grant: *A Diversity Outreach to Increase Students from Underrepresented/Minority Populations*, \$25,000.

2003-2005 Seattle Children's Hospital and Regional Medical Center H1B funds to fully support 15 RNs returning for the RN-BSN, \$135,000
1998 Wisconsin Area Health Education