

OLYMPIC COLLEGE

PROSPECTUS FOR A MAJOR SUBSTANTIVE CHANGE

*PROPOSAL TO OFFER A PROGRAM AT A DEGREE LEVEL
NOT PREVIOUSLY APPROVED*

PREPARED FOR

THE NORTHWEST COMMISSION
ON COLLEGES AND UNIVERSITIES

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Introduction

Olympic College is located on the Kitsap Peninsula, east of the Olympic Peninsula and west of Seattle and Puget Sound. Founded in 1946, Olympic College is one of 34 public community colleges in Washington. Olympic College serves the counties of Kitsap and Mason with a combined resident population of over 300,000. The student population is steadily growing. In the 2004 – 2005 academic year, the headcount was 12,281; the fall quarter of 2005 had an enrollment of 7,111, with a full-time equivalent of 4,703 — including students enrolled part-time at extension sites and the two branch campuses (Olympic College Shelton in Mason County and Olympic College Poulsbo located at the north end of Kitsap County). Olympic College successfully completed its five-year interim accreditation report and evaluation in April of 2006.

Olympic College was one of four Washington community and technical colleges selected by the State Board for Community and Technical Colleges, through a competitive bid process, to develop a baccalaureate level program designed to provide a pathway for students who receive an associate degree in an applied field. The program proposed by Olympic College, and authorized by the Higher Education Coordinating (HEC) Board after a rigorous and comprehensive review process, is the Bachelor of Science in Nursing degree (BSN). The BSN meets two critical needs identified by the College's strategic planning and instructional program planning processes. It provides *place bound* students who have achieved nursing licensure at the associate degree level the opportunity to continue their studies and complete a bachelor's degree in nursing; and it responds to clearly identified state and local healthcare industry workforce needs.

The ADN-BSN pathway being developed by Olympic College is similar to longstanding programs offered by the State's established baccalaureate institutions and will be developed through unique collaboration with the University of Washington-Tacoma (UW-T) nursing program. The Olympic College BSN proposal was reviewed by three external experts: Dr. Carl Christiansen, Dean of the Buntain School of Nursing at Northwest University; Dr. Mary K. Salazar, Professor, School of Nursing, University of Washington; and Dr. Elizabeth Towner, Professor (retired), Western University of Health Science, College of Graduate Nursing and former dean, School of Nursing, Southern Oregon University. All three reviewers expressed support for the program and applauded the collaboration between Olympic College and the University of Washington-Tacoma. In addition, the reviewers all indicated a critical need for expanded access to baccalaureate nursing degree programs.

This prospectus provides information about Olympic College's rational and intention for creating and offering a program at the baccalaureate level, as well as its capacity to accommodate the anticipated needs this change will bring. It cites the many achievements in place and underway to ensure quality instruction in the specific nursing subject areas as well as the broad general education courses to which all Olympic College students will have access. Program viability, stability, and sustainability will be demonstrated and shown to be consistent with the College's mission, planning, and Board expectations. Finally, and perhaps most importantly as Olympic College takes this important step, this prospectus will demonstrate an inherent integrity to the Commission's Standards and the accreditation process.

A. Mission and Goals

1. *Clear statement of the nature and purposes of the change in the context of institutional mission and goals:*

In accordance with the Northwest Commission on Colleges and Universities guidelines (NWCCU) contained in Policy A-2 Substantive Change, Olympic College is seeking Commission approval to offer a program at a degree level not previously approved and listed for Olympic College in the Commission's Directory. This request is being made to accommodate the addition of the Bachelor of Science in Nursing (BSN) degree to the College's listing of educational programs.

The Bachelor of Science in Nursing will provide place bound students who have already attained an Associate Degree in Nursing (ADN) and Registered Nurse licensure an opportunity to continue their educational and professional development. Providing access to baccalaureate level nursing education is particularly relevant within the context of Olympic College's stated mission:

We serve and enrich all our communities by providing quality education and training for all who seek to improve their lives through learning.

Olympic College Mission Statement;
Reaffirmed by the Board of Trustees June
2005

In the time since the initial adoption of its current mission statement in 1999, Olympic College has moved through three cycles of a strategic planning process designed to align institutional objectives with its mission and values. Budget development and instructional program planning are fully informed by the strategic planning process. Within this context and during the 2004-2005 academic year, the College developed an Instructional Program Plan (IPP) which identified and described the need for new programs and/or for recommitting to existing programs over the next 10 years. Specifically, it set the foundation and beginning pathways for Olympic College to become a center for healthcare education on the Kitsap and Olympic Peninsulas.

In practice, the IPP healthcare education focus has lead to the development of new healthcare programs and increased access to existing ones. One of the principles discussed throughout the instructional program planning process is the need for "career ladders" or pathways that allow students to enter and exit fields of study at various levels, earning credentials and credits along the way that can be used to gain entry both to the field and the next level of study. The Bachelor of Science in Nursing provides students such a pathway through the College's Nursing Assistant, Practical Nursing, Transition to Associate Degree in Nursing, Associate Degree in Nursing, and Bachelor of Science in nursing programs.

Consistent with its mission, Olympic College has worked assiduously since 1988 to bring upper division education to Kitsap County. Several studies and feedback from the community have consistently revealed Kitsap residents are place bound and need more than an associate's degree to pursue their goals. A 1990 Higher Education Coordinating (HEC) Board study found a strong need for baccalaureate education in Kitsap, Clallam and Jefferson Counties.

More recently, Olympic College commissioned a marketing study done by Washington State University in August, 2004. The WSU study found that 34% of respondents were interested in a bachelor's degree, 69% felt that Olympic College should offer four year degrees, and that 10% of the respondents wanted to pursue a bachelor's degree in a health care field.

Olympic College's strong desire to meet community demand by developing and providing local access to a Bachelor of Science in Nursing is supported by the College's mission, strategic planning activities, instructional program planning process, and its long history of interest in meeting demand for such access.

B. Authorization

1. Evidence of formal approval by the governing board and by the appropriate governmental agency to offer the proposed existing and/or new programs(s) at the proposed sites(s):

Legislative authority for the Washington State Board for Community and Technical Colleges (SBCTC) to develop and offer programs study leading to an applied baccalaureate degree is contained in the Revised Code of Washington (RCW) 28B.50.810, enacted by the Legislature in its 2005 – 2006 General Session (Appendix A). At its March 28, 2006 meeting, The Olympic College Board of Trustees received a detailed presentation of the BSN proposal which was submitted to the SBCTC. The Olympic College Board granted its approval to offer the Bachelor of Science in Nursing and took formal action in favor of submitting a *New Degree Program Proposal* to the Higher Education Coordinating (HEC) Board at its May 23, 2006 regular Board of Trustees meeting. The process of acquiring HEC Board approval required substantial documentation of program need, design, and sustainability. On July 27, 2006 approval for Olympic College to offer the Bachelor of Science in Nursing was granted by the HEC Board (Appendices B and C).

C. Educational Offerings

1. Descriptive information of the educational offering(s):

The primary objective of the Bachelor of Science in Nursing program is to build upon existing knowledge and expertise to promote stronger clinical reasoning and analytical skills resulting in excellent nursing care delivery to individuals, families, groups, and communities. The curriculum focuses on critical inquiry and analysis in an environment conducive to adult learning. The Bachelor of Science in Nursing is

designed to meet the needs of working registered nurses, provide higher education access to place bound students, and enhance educational and career opportunities.

Bachelor of Science in Nursing program goals are to:

- Enhance professional development by building on initial nursing preparation;
- prepare students for a broader scope of practice (community health, leadership and research);
- increase knowledge and understanding of cultural, political, economic and social issues affecting clients in health care delivery;
- increase ability for contributions to their communities;
- enhance employment opportunities and wage earning; and
- bridge to Master's level education and beyond.

Students who complete the Bachelor of Science in Nursing will be able to demonstrate the following educational outcomes:

- Ability to communicate effectively in writing and speech;
- ability to promote communication between clients from diverse backgrounds;
- personal acceptance of accountability and responsibility for professional development and practice within the legal and ethical framework of nursing, including awareness of limitations in knowledge and seeking opportunities to enhance competent practice;
- ability to think critically and utilize competent clinical reasoning and analytical skills necessary for safe quality nursing practice;
- cultural sensitivity as shown by thought processes and behavior;
- a disposition to empower individuals, families, and the community to develop positive health behaviors through health promotion and health education;
- ability to integrate methods of research and scholarship in making and prioritizing diagnoses, planning, implementing and evaluating care of individuals, groups, and communities;
- ability to adapt positively to the dynamic of change present in health care settings;
- provide holistic health care that enhances a client's dignity and reflects a commitment to caring; and
- leadership abilities and political skills to attain quality care for families, groups and community clients.

The Bachelor of Science in Nursing degree will require 180 credits. The distribution of credits, upper division nursing coursework, admission requirements, and general education requirements are listed in the Tables 1 – 3. The program will provide both part- and full-time options for students. It will emphasize individualized advising to meet the needs of multiple role adult learners. Days, evenings and weekends may be utilized to provide flexible course schedules for students. Delivery methods will include traditional classroom instruction, web-based formats and possible distance learning opportunities should the need arise.

Table 1. Credits Required for the Bachelor of Science in Nursing

| Requirements | Credits |
|--|------------|
| General Education credits (total earned in ADN and/or BSN) | 65 |
| Nursing credits in ADN | 40 |
| Nursing credits for RN licensure | 35 |
| Upper division nursing courses | 40 |
| Total | 180 |

Table 2. Required Upper Division Nursing Coursework

| Course Number | Course Title | Credits | Quarter Offered |
|------------------------------|--|-----------|-----------------|
| BNURS 340 | Clinical Nursing Phenomena | 3 | Fall/Winter |
| BNURS 350 | Critical Analysis and Writing to Improve Decision Making | 3 | Fall/Summer |
| BNURS 402 | Families in Society | 3 | Winter/Spring |
| BNURS 403 | Introduction to Research in Nursing | 3 | Fall/Spring |
| BNURS 407 | Diversity: Issues of Exclusion and Inclusion | 3 | Fall |
| BNURS 408 | Individuals, Families and Groups: Promoting Health through Partnership | 3 | Winter/Spring |
| BNURS 409 | Health, Communities and Populations | 6 | Winter/Spring |
| BNURS 410 | Ethical Issues in Clinical Practice | 3 | Winter/Spring |
| BNURS 412 | Nursing and Health Care Systems | 3 | Winter/Spring |
| BNURS 430 | Interpersonal Relationships in Nursing | 3 | Fall |
| BNURS 450 | Initial Connected Learning | 1 | Fall/Summer |
| BNURS 451 | Final Connected Learning | 1 | Spring |
| BNURS 497 | Selected Topics in Nursing | 3 | varies |
| BNURS 498 or BNURS 499 | Special Project in Nursing or Undergraduate Research | 2 | varies |
| Total | | 40 | |

Table 3. Admission Requirements

| |
|---|
| <ul style="list-style-type: none"> Current licensure as a registered nurse in the state of Washington (Provisional admission is offered to students in the last year of an associate degree program in nursing). Advanced placement credit is awarded based on verification of successful completion of NCLEX (RN) exam. |
| <ul style="list-style-type: none"> One year of clinical practice (Nursing school clinicals apply as experience) |
| <ul style="list-style-type: none"> A cumulative GPA of at least 2.5 in all college coursework |
| <ul style="list-style-type: none"> A minimum of 35 quarter credits completed general education requirements |
| <ul style="list-style-type: none"> 35 credits for RN Licensure |
| <ul style="list-style-type: none"> 40 nursing credits from Associate Degree Nursing program |
| <ul style="list-style-type: none"> A minimum grade of 2.0 in each of the prerequisite courses |

Note: Admission will be offered to applicants starting with the highest GPA in nursing course work and continue until admissions are complete. If a tiebreaker is needed the number of years of active clinical practice will be the deciding criteria.

Bachelor of Science in Nursing students must complete 65 general education credits as specified in Table 4. General education requirements may be fulfilled with both lower and upper division coursework.

Table 4. ADN-to-BSN General Education Requirements

| | |
|---------------------------------|--|
| Foreign Language | Two years in high school of the same foreign language or 10 credits of one language at the college level. |
| Mathematics | Requirement fulfilled by advanced math or statistics. |
| Quantitative/Symbolic Reasoning | (5 credits) Requirement fulfilled by advance math or statistics |
| Writing | (15 credits) Must include 5 credits of English composition and 10 additional credits of writing-intensive coursework.* |
| Humanities | (15 credits) College-level foreign language credits can be applied toward this requirement, and may be completed while in OC ADN-to-BSN program. |
| Social Sciences | (15 credits) May be completed in OC ADN-to-BSN program. |

Table 4. ADN-to-BSN General Education Requirements (continued)

| | |
|------------------|---|
| Natural Sciences | (28 credits) Must include 5 credits of chemistry (Chem. 100 or 101), 10 credits of anatomy and physiology (can be met via examination), 3 credits of microbiology (can be met via examination), 5 credits of advanced math (can be petitioned) and 5 credits of statistics. |
| Electives | Number of credits necessary to complete remaining balance of 65 general education requirements. |

*10 additional credits of writing-intensive coursework may be met through coursework in the OC BSN program.

Upper division nursing course work will be completed in the nursing discipline. Students have required general education requirements and electives that can be completed at the lower or upper division level. These courses are required from several academic disciplines. These disciplines include humanities, social sciences, and natural sciences.

Tables 5 and 6 list curriculum plans for part and full-time students, respectively.

Table 5. Curriculum Plan for Bachelor of Science in Nursing (Part-Time)

| YEAR 1 | | | |
|---------------------|-------------------------------------|------------------------|------------------------|
| Summer | Fall | Winter | Spring |
| Elective coursework | BNURS 350 BNURS 407 BNURS 450 | BNURS 340 BNURS 410 | BNURS 403 BNURS 412 |
| YEAR 2 | | | |
| Summer | Fall | Winter* | Spring* |
| Elective coursework | BNURS 430 Elective coursework | BNURS 402 BNURS 408 | BNURS 409 BNURS 451 |

*Winter and Spring plans in Year 2 are interchangeable. Courses are offered in both quarters.

Table 6. Curriculum Plan for ADN-to-BSN (Full-Time)

| YEAR 1 | | | |
|---|--|--|-------------------------------------|
| Summer | Fall | Winter | Spring |
| BNURS 350 BNURS 450 Elective coursework | BNURS 340 BNURS 403 BNURS 407 BNURS 430 | BNURS 402 BNURS 408 BNURS 410 Elective coursework | BNURS 409 BNURS 412 BNURS 451 |

The Olympic College Bachelor of Science in Nursing program features a unique collaboration with the University of Washington-Tacoma (UW-T) BSN program. During the first year of classes only, administration and instruction of upper division nursing courses will be provided by UW-T, thereby “jump-starting” the program at Olympic College. (Please see Appendix D for a copy of the Memorandum of Understanding between Olympic College and the University of Washington-

Tacoma). Initial planning calls for UW-T to offer four baccalaureate courses (two in the Fall, one in the Winter and Spring). Olympic College nursing faculty will attend graduate nursing education courses at UW-T between 2006 and 2008. This coursework will allow faculty to design the curriculum for the Olympic College ADN-to-BSN program. At the end of the first instructional year, students will have the option of continuing their studies as Olympic College Bachelor of Science in Nursing students or commuting to Tacoma to finish the degree through UW-T.

Upper division general education and elective courses will be offered by Olympic College from the very start of the program. Olympic College has a strong general education faculty (see section on *Faculty*, beginning on page 18, for examples of faculty scholarship). Through the established curriculum development process, a strong core of upper division general education courses will be developed and supported consistent with Standard Two, Policy 2.1, that “. . . introduces students to the content and methodology of the major areas of knowledge—the humanities and fine arts, the natural sciences, mathematics, and the social sciences—and helps them develop the mental skills that will make them more effective learners.” (Policy 2.1) Olympic College’s Bachelor of Science in Nursing program is modeled after other BSN programs in the state, such as the program offered by the University of Washington, which are designed to accommodate community college associate degree in nursing transfer students.

The unique partnership with UW-T has been praised by the HEC Board and state universities as a model for development of a baccalaureate program at a community college—a relationship that ensures that standards of baccalaureate rigor and quality will be met.

2. Evidence of approval by the appropriate academic policy body of the institution:

The instructional program planning process, which relies heavily on faculty involvement, is used to assess need and recommend new instructional programs at Olympic College. The Instructional Program Plan (IPP) serves as a guide to inform Olympic College’s strategic planning and institutional budget development processes. The need to offer more options for healthcare education was identified in the 2005-06 IPP. The Instructional Program Planning Committee reviewed the concept and specific goal of providing baccalaureate access through the Bachelor of Science in Nursing this past spring, and recommended that it be included in the 2006-2007 Instructional Program Plan.

During the development year (2006-2007), the curriculum for the Bachelor of Science in Nursing will be completed. Consistent with Olympic College’s course approval process, as course outlines are developed, they will be submitted to the Instructional Policies Council (IPC) for review and approval.

D. Planning

1. *Plans and descriptive materials indicating evidence of need for the change, the student clientele to be served:*

The Strategic Master Plan for Higher Education 2004 for Washington State addresses the need to increase the number of degrees in high-demand fields. When considering policy and practice in the state of Washington, the legislature in the 2003-2005 sessions identified what it believed to be high-demand fields. Careers in nursing and health care were listed as the number one high-demand field.

Olympic College is located in Kitsap County, the second most densely populated county in the State of Washington. The population of this area is expected to grow from 300,000 to 500,000 in the next ten years. The May 3, 2006 edition of the *Kitsap Sun* reported the Bremerton Area was ranked by *Inc. Magazine* as tenth among small cities (fewer than 150,000 jobs) and thirteenth overall in terms of job growth. With a growing population comes a growing need for health care, especially where nurses with higher education are required. Although a few baccalaureate programs are scattered throughout this region, access is uneven, limited, and unstable. Research indicates an unmet demand for baccalaureate access (Washington State University, *Unmet Demand for Higher Education in Kitsap and North Mason Counties*).

The need for registered nurses has been documented by several studies. The BSN nurse is prepared for a broader role of practice including the analytical and clinical reasoning abilities necessary to serve a complex population base. The following is a statement published by the American Association of Colleges of Nursing addressing the need for BSN-prepared nurses:

The Bachelor of Science in Nursing is the critical first step for a career in professional nursing. The American Association of Colleges of Nursing (AACN) and other leading nursing organizations recognize the BSN degree as the minimum educational requirement for professional nursing practice. While graduates can begin practice as an RN with an associate degree or hospital diploma, the BSN degree is essential for nurses seeking to perform at the case-manager or supervisory level or move across employment settings . . . With patient care growing more complex, ensuring a sufficient RN workforce isn't merely a matter of how many nurses are needed, but rather an issue of preparing an adequate number of nurses with the right educational mix to meet health care demands. (American Association of Colleges of Nursing, 2004)

The National Advisory Council on Nurse Education and Practice has urged that at least two-thirds of the basic nurse workforce hold baccalaureate or higher degrees in nursing by 2010. Currently, only about forty-three percent do.

According to the AACN:

- *Employers are seeking nurses prepared at the bachelor's and graduate-degree levels who can deliver the higher complexity of care required across a variety of acute-care, primary-care, and community health settings, and to provide other needed services such as case management, health promotion, and disease prevention.*
- *Demand is particularly acute for nurses in key specialties, such as critical care; neonatal nursing; emergency, operating room, and labor and delivery units; and for advanced practice RNs such as nurse practitioners and clinical nurse specialists.*
- *Though hiring of RNs is accelerating in more cities, today's demand varies region by region, market by market, contrary to the pervasive nationwide shortfall of RNs in the late 1980s.*
- *Flexibility is the key. All projections forecast accelerating demand for nursing care and for nurses with expanded education and skills. Still, the accelerating demand for RNs varies by region and market. As a result, flexibility is essential for both entering and moving within the profession. The BSN allows more career mobility. (American Association of Colleges of Nursing, 2004).*

In January 2006, Olympic College's Nursing Program Department surveyed enrolled ADN students to assess interest in the Bachelor of Science in Nursing. Of the sixty-four respondents, fifty-eight (91%) indicated interest in a locally offered ADN-to-BSN program. This data supported information gained from a November 2005 survey conducted by the Olympic Health Care Alliance (a health care skills panel comprised of representatives from all health care agencies in Clallam, Kitsap, and Jefferson counties) which found that 90% of the ninety-six currently employed registered nurses surveyed, indicated high interest in a locally offered ADN-to-BSN program.

The Washington State Board for Community and Technical Colleges' *Research Report Number 05-1* (April 2005) states, "an applied baccalaureate degree would be beneficial to their employees who wish to be promoted to higher level management or specialty positions." One industry representative working in the health care industry noted, "Simply having the technical skills isn't enough for management or higher level positions, and employees often fail when promoted as they are not adequately prepared." Employers are interested in expanding options for technical workers who possess both a baccalaureate degree and job-specific skills. The ADN-to-BSN program addresses this need—a need echoed in the Regional Needs Assessment October 2005 that indicates health care practitioners need higher levels of education. Of the projected health care workers needed, half need entry level education and half need ultimate educational preparation (at least bachelor's level education). Additionally, the Washington State Occupational Forecast along with the Higher Education Coordinating Board (HECB) *Analysis of Training Levels* projected a two

percent growth in nursing in the State through 2012; with a minimum of 1,800 requiring bachelor level education.

The *Washington State Job Vacancy Survey* released in July 2005 states, “the occupation with the most unfilled positions is Registered Nurses (RN), with an estimated 4,473 vacancies statewide. This represents a sizable jump of 53% from the previous survey period.” Locally, the vacancy rate is higher than the state average. From April to May 2005, the Olympic Workforce Development area had 357 Registered Nurse job vacancies and, in the Pacific Mountain Workforce Development area, there were 452 RN vacancies. There has been a steady incline of RN job vacancies since October 2003 according to the same report. The rate of job vacancies for RNs is 6 percent statewide, however, in the Pacific Mountain and Olympic Workforce Development areas, the rates are 11 and 9 percent respectively. *Progress 2004: A Report of the Health Care Shortage Task Force* recommended to the legislature in January 2003 that although advances in reducing the health care shortage had occurred, education capacity would need to expand in order to meet the ongoing need. According to the Robert Wood Johnson Foundation January 2005 article, *Charting Nursing's Future*, the national demand for RNs will accelerate through 2020, creating an even larger gap between supply and demand: approximately 150,000 in 2005; 275,000 in 2010; 507,000 in 2015; and, 808,000 in 2020. In response to these findings, the Health Care Shortage Task Force categorically recommended post-secondary institutions continue to expand educational capacity in high demand health care programs.

The largest medical center in the region, Harrison Medical Center in Bremerton is striving to attract and retain professional nurses committed to nursing excellence, professional practice, and evidence-based practice. One of the highest achievements for hospitals is to be recognized by the American Nurses Credentialing Center as a Magnet-designated facility. To become a Magnet-designated facility, Harrison Medical Center must demonstrate commitment to excellence in nursing practice, to nursing education, and promotion of nursing excellence at the bedside. A key criterion used to assess eligibility for Magnet designation is the number of staff who are bachelor's or master's prepared or certified in nursing specialties.

The nursing administration's goal at Harrison Medical Center is to have 70% of its nursing personnel educated at the BSN level or higher (currently, only 39% of HMC's nurses have bachelors or masters degrees in nursing). This equates to more than 100 of Harrison's current nursing personnel seeking higher education. Having a BSN program offered locally that the Medical Center can promote to the staff, will help Harrison obtain Magnet status, and more importantly, increase the quality of nursing care provided to the community.

In addition to the needs of Harrison Medical Center, nurses who work at local public health agencies must be baccalaureate prepared. Local mental health agencies and Naval Hospital Bremerton prefer to hire baccalaureate prepared nurses.

2. *Procedures used in arriving at the decision to change:*

Olympic College's longstanding history of seeking opportunities to help meet local access to baccalaureate-level education has occasionally been marked by opportunity. However, long-term on-site sustainable programs have not developed in the West Sound region. The most recent opportunity came after the Legislature approved legislation authorizing the development of applied bachelor degrees at four of Washington State's community and technical colleges. The process for applying to be one of the four institutions and, subsequently, for HEC Board approval provided Olympic College a structured process for fully considering its participation.

Instructional Administrators, with assistance from the Instructional Program Planning Committee, were tasked to create a list of possible applied baccalaureate options that would most closely meet the legislative intent and SBCTC criteria. Two options surfaced: the Bachelor of Science in Nursing and the Bachelor of Science in Applied Management. Based on community demand (see previous section) and the College's emphasized healthcare strategic direction, the Bachelor of Science in Nursing was selected as the best option. The Board of Trustees provided direction to develop and submit a proposal to the SBCTC, and upon completion of the initial application, the Board of Trustees received a detailed presentation of the Bachelor of Science degree in nursing proposal.

The Olympic College Board granted its approval to offer the Bachelor of Science in Nursing and took formal action, at its May 23, 2006 regular Board of Trustees meeting, in favor of submitting a *New Degree Program Proposal* to the Higher Education Coordinating (HEC) Board.

3. *Organizational arrangements required within the institution to accommodate the change:*

The general structure of the Office of Instruction will not change with the inception of the Bachelors of Science in Nursing program. The Bachelors of Science in Nursing program will be integrated within the Nursing Department at Olympic College which is organizationally contained within the Mathematics, Engineering, Science, and Health Occupations (MESH) division. All academic divisions report to the Vice-President of Instruction. Faculty are organized by disciplines and directly report to division deans, who report to the Vice-President of Instruction.

The Nursing Department consists of several curriculum pathways. These are the nursing assistant (NAC), Practical Nursing (PN), Transition to Associate Degree Nursing (TADN), and Associate Degree in Nursing, and the Bachelors of Science in Nursing program.

A full-time director will be selected to provide oversight and instruction for the BSN program; the director will report to the Associate Dean for Nursing programs. Requirements for the director position will include a doctoral degree in the

appropriate discipline. In the near term, a full-time Nursing Program advisor will be brought on board to begin developing program support and information and resources. In 2008-2009, additional BSN nursing faculty will be added. A part-time library faculty member will be added in 2008-2009. In 2007-2008, office clerical support will be provided. Current nursing faculty will teach BSN courses, and there will be full-time faculty and staff support for the program. An organizational chart for the MESH division is included in Appendix E.

4. *Timetable for implementation:*

Olympic College, through the University of Washington-Tacoma, will begin offering the Bachelor of Science in Nursing fall quarter 2007. Beginning with the submission of this prospectus, the following key activities will occur:

- | | |
|-----------------|--|
| August, 2006 | Olympic College's prospectus for a Major Substantive change is submitted to the Northwest Commission on Colleges and Universities; Selection process begins for key positions to staff Bachelor of Science in Nursing Program (director and program advisor). |
| September, 2006 | Selected Olympic College Nursing faculty begin taking courses at UW-T in Curriculum and Instruction. |
| October, 2006 | A curriculum development process and timeline is reviewed by Instructional Policies Council for the HEC Board approved, and Instructional Program Planning Committee recommended BSN program..., Bachelor of Science degree in nursing program. Olympic College begins to fully develop a strong general education core. |
| Fall, 2006 | Informal Candidacy to offer the Bachelor of Science in Nursing granted by the Northwest Commission on Colleges and Universities. |
| January, 2007 | Recruitment of prospective students for the Bachelor of Science in Nursing begins (UW-T and Olympic College). |
| September, 2007 | UW-T provides first year of Bachelor of Science degree nursing courses, and Olympic College provides general education courses to matriculated students (Note: In this first year students are admitted <i>concurrently</i> as UW-T and Olympic College Students). Olympic College Nursing faculty continue to attend graduate nursing education courses at UW-T. |

| | |
|-----------------|---|
| May, 2008 | Final approval process for the curriculum and course schedule are completed. |
| June, 2008 | Students completing their first year of studies through UW-T are given the option of continuing their baccalaureate program with UW-T (at the Tacoma campus) or with the Olympic College Bachelor of Science in Nursing program at the OC Poulsbo campus. |
| September, 2008 | Olympic College nursing faculty begin teaching baccalaureate level courses for the Olympic College Bachelor of Science in Nursing. |
| June, 2009 | First Bachelor of Science in Nursing students complete their programs of study. |

E. Budget

- 1. Projections (revenue and expenditures) for each for the first three years of operation;*
- 2. revenue and expenditures associated with the change itself;*
- 3. institutional financial support to be reallocated to accommodate the change; and*
- 4. budgetary and financial implications for the change for the entire institution:*

Projected revenue and expenditures for each of the first five years of operation are listed in **Table 7**. Revenue for the first year (2007-08) will be generated from State funding for fifteen FTEs plus tuition. Expenditures during the first year (2007-08) include contracted payments to University of Washington-Tacoma for assistance it will provide in the delivery of the first year of the OC Bachelor of Science in Nursing. Financial impact to Olympic College advising, library, and other student service departments is projected to be minimal as these functions are currently in place; however funds have been allocated to augment their existing budgets. Personnel expenditures include salaries and benefits for a program director and clerical support who will be hired during that first year.

The College envisions no reallocation of funding from other programs.

In the second year (2008-09), and all subsequent years, tuition and state funding is based on 35 FTE. The College envisions full enrollment by the second year of the program (2008-09). In that year, contract payments to UW-T cease as Olympic College faculty assume full instructional and program administration duties. In the third year of the program, expenditures increase primarily due to salaries and benefits for new OC faculty and staff.

Table 7. Projected Revenue and Expenditures

| Academic Year | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|
| FTES | 15 | 35 | 35 | 35 | 35 |
| REVENUE | | | | | |
| Tuition | \$ 61,500 | \$ 143,500 | \$ 143,500 | \$ 143,500 | \$ 143,500 |
| State Funding | \$ 94,500 | \$ 220,500 | \$ 220,500 | \$ 220,500 | \$ 220,500 |
| Student Fees | \$ 375 | \$ 875 | \$ 875 | \$ 875 | \$ 875 |
| Total Revenue | \$ 156,375 | \$ 364,875 | \$ 364,875 | \$ 364,875 | \$364,875, |
| EXPENDITURES | | | | | |
| Faculty | | | | | |
| UWT Contract Services | \$ 50,727 | \$ - | \$ - | \$ - | \$ - |
| Nursing Faculty | \$ - | \$ 54,000 | \$ 55,620 | \$ 57,289 | \$ 59,007 |
| Part-time Nursing Faculty | \$ - | \$ 27,000 | \$ 27,810 | \$ 28,644 | \$ 29,504 |
| Library Faculty | \$ - | \$ 30,000 | \$ 30,900 | \$ 31,827 | \$ 32,782 |
| Benefits @ 30% | \$ - | \$ 33,300 | \$ 34,299 | \$ 35,328 | \$ 36,388 |
| Summer Stipends | \$ - | \$ 30,000 | \$ 30,000 | \$ 30,000 | \$ 30,000 |
| Administration | | | | | |
| Director* | \$ 20,000 | \$ 20,600 | \$ 21,218 | \$ 21,855 | \$ 22,510 |
| Office/Clerical Support | \$ 15,000 | \$ 15,450 | \$ 15,914 | \$ 16,391 | \$ 16,883 |
| Benefits @ 30% | \$ 10,500 | \$ 10,815 | \$ 11,139 | \$ 11,474 | \$ 11,818 |
| Support (Student Services) | | | | | |
| Nursing Advisor | \$ 15,000 | \$ 40,000 | \$ 41,200 | \$ 42,436 | \$ 43,709 |
| Benefits @ 30% | \$ 4,500 | \$ 12,000 | \$ 12,360 | \$ 12,731 | \$ 13,113 |
| Library Resource Enhancement | \$ 10,000 | \$ 30,000 | \$ 10,000 | \$ 10,000 | \$ 10,000 |
| Tutoring Support/Retention/Placement | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 |
| Student Services Support | \$ 2,000 | \$ 4,000 | \$ 4,000 | \$ 4,000 | \$ 4,000 |
| Professional Development | | | | | |
| Curriculum Development | \$ 6,273 | \$ - | \$ - | \$ - | \$ - |
| Professional Development | \$ - | \$ 5,000 | \$ 4,000 | \$ 4,000 | \$ 4,000 |
| Travel | \$ 2,000 | \$ 2,835 | \$ 1,540 | \$ 1,540 | \$ - |
| Supplies, Services, & Equipment | | | | | |
| Printing and Reproduction | \$ 4,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 |
| Supplies and Material | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 |
| Promotion and Marketing | \$ 4,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 |
| Equipment | \$ 10,000 | \$ 10,000 | \$ - | \$ 1,486 | \$ 287 |
| Other | | | | | |
| Accreditation Travel | \$ - | \$ - | \$ 9,000 | \$ - | \$ - |
| Accreditation Fees | \$ - | \$ - | \$ 1,000 | \$ 1,000 | \$ 1,000 |
| Miscellaneous – Tuition Collection Variable | 625 | 31,875 | 46,875 | 46,875 | 46,875 |
| Total Expenditures | \$ 156,375 | \$ 364,875 | \$ 364,875 | \$ 364,875 | \$ 364,875 |

*This amount augments the salary already provided in the College budget for the nursing leadership.

Olympic College does not anticipate negative impacts on other programs. Once program infrastructure—such as course development, professional development, and

library enhancements—are in place, it is envisioned the primary costs will be for administrative and support staff and faculty. The Legislature provided funding for the start-up costs for the program's infrastructure; and the funding for the 35 FTE's at the regional university rate (\$6,300) is permanent stable funding. This, coupled with the relatively marginal cost of the support services, will ensure long term financial viability for the program.

F. Student Services

- 1. Provision for student services to accommodate the change; and***
- 2. implications of the change for services to the rest of the student body:***

Olympic College has an existing program of student services which provides a comprehensive level of services and support for students throughout the district. Students accepted to the Bachelor of Science in Nursing program will have access to all student service programs and activities (e.g., financial aid, records and registration, career services, access services, multicultural services, counseling, student activities and programs, etc.) The alteration in the college's level of educational offerings will not have an adverse impact on available student services. To accommodate specific Bachelor of Science in Nursing program service and support needs, a full-time nursing advisor will be hired to provide direct and indirect support to enrolled and prospective BSN students. Anticipated responsibilities for the nursing advisor include providing information sessions, advising, orientation sessions, recruitment, and program promotion, and curriculum mapping assistance for students.

G. Physical Facilities

- 1. Provision for physical facilities and equipment:***

Delivery of the Bachelor of Science in Nursing program will occur at Olympic College on the Olympic College Poulsbo campus (OCP). The Poulsbo facility is the location of the ADN, Transition to ADN and Practical Nursing Programs. This state-of-the-art facility opened in 2004. Olympic College's management and operation of OCP received a commendation by the NWCCU evaluation team as a result of its fifth-year interim report and site visit in April 2006. OCP will accommodate the need for additional space for Bachelor of Science in Nursing program faculty and staff. Classroom space is currently being utilized at about sixty percent of capacity, leaving ample space for the baccalaureate level courses that will be brought on line. Bachelor of Science in Nursing program students will be able to fulfill their non-nursing courses at the Poulsbo site, as well as on the Bremerton and Shelton campuses.

H. Library and Information Resources

- 1. Adequacy and availability of library and information resources:***

Library resources and instructional materials will be added to support the students and faculty for the BSN program and related general classes. In anticipation of the greater demand for library resources with the addition of upper division courses, the following steps will be taken:

- The current collection will be enhanced with budget additions of \$10,000 in 06-07, and \$30,000 in 07-08, \$10,000 in 08-09, an amount that will continue annually. The budget for nursing materials is further augmented by \$6,650 annually from a prior ADN expansion grant, added to the base of existing funds to support nursing related acquisitions. OC librarians will work with both Olympic and University of Washington—Tacoma faculty to select appropriate materials. The current collection has 77,000 volumes in three libraries, including a substantial nursing collection. 4,300 electronic books are also available to all students at home or on campus.
- A part time librarian will be added in 2008-9 to support the BSN Program specifically. This librarian will have sufficient subject background to deal with health science oriented requests and resources.
- Currently the OC libraries provide access to over 32 electronic periodical and reference databases that index tens of thousands of periodical titles and provide full text articles to students, staff and faculty whether they search on campus or at home. These databases include titles across a wide array of subject matter.

The online indexes of particular relevance to nursing include Medline, Health Source, Psychology and Behavioral Sciences, and the Nature Encyclopedia of Life Sciences. Access to these titles provides current information in such disciplines as medicine, nursing, psychiatry, psychology, anthropology, economics, political science, and sociology. Additional funds to support our current ADN program will purchase the online full text Cumulative Index to Nursing and Allied Health Literature.

Library staff provide students with search strategy training on databases through both class orientations and one-on-one training. Faculty provide in class orientation time in many courses to ensure student familiarity with the many services of the library. Online reserves, reference questions, and interlibrary loans are available to all students, regardless of their ability to visit the library. Students, staff and faculty have access to millions of titles via interlibrary loan from libraries around the world without a fee.

I. Faculty:

1. *Analysis of the faculty and staff needed;*
2. *educational and professional experience qualifications of the faculty members relative to their individual teaching assignments; and*
3. *anticipated sources or plans to secure qualified faculty and staff:*

During the planning year, 2006-2007, Olympic College and University of Washington-Tacoma faculty will collaborate to develop the nursing curriculum and course schedule. Presently, the four-year budget projection is funded to provide two additional nursing faculty. Faculty will be placed on the current salary schedule. There will be additional fiscal resources to provide stipends for Bachelor of Science

in Nursing program faculty during summers to complete research, program assessment, or other related projects. In addition, release time can be made available to support faculty scholarship and research.

Olympic College will recruit faculty with doctoral degrees in nursing and prior experience teaching at the baccalaureate level. Additionally, current Olympic College nursing faculty are all master's prepared and have a wide variety of areas of specialization. They actively participate in scholarship, professional development, and advancement of the nursing discipline. Many of these professors will teach in the Bachelor of Science in Nursing program. This together with new faculty will guarantee a strong core of full-time faculty teaching in this program. A list of current, tenured, tenure-track and part-time Nursing faculty is contained in Appendix F.

Olympic College has a strong General Education faculty. All are prepared at the Masters or Ph.D. levels. Forty-Three percent of the College's General Education faculty have the Ph.D., some with post-doctoral work from schools as diverse as Harvard, Claremont, UCLA, University of Illinois Urbana-Champaign, Purdue, University of Texas at Austin, Texas A&M, Syracuse University, Harvard University, Yale University, Oxford University, and the University of Washington to name just a few.

While research and publication are not a requirement for faculty promotion at Olympic College, General Education faculty do, in fact, make it an important part of their academic life. The following is a small sample of Olympic College faculty publications and presentations:

- **Dr. Robert Abel**

Publications in: Journal of Geophysical Research: 99, 101, 103, 104
Geophysical Research Letters 26
EOS 74, 76

Presentations: Committee for Space Research Scientific Assembly
(Nagoya, Japan)
International Union of Radio Science XXVth General
Assembly.
NASA Marshall Space Flight Center 9th Computation Fluid
Dynamics Meeting

- **Dr. Sonia Begert**

Publications in: Safe Space, Violence and Women's Writing

Authored: *A Workbook of Graded Readings and Exercises in Old
English*
Two book reviews for *Studia Mystica*

- Presentations: Conference on College Composition and Communication (1995, 1997, and 1999)
- First, Second and Third Annual Interdisciplinary Conference
- Penn State Conference on Compared Rhetoric
- South Eastern Medieval Association Conference
- **Dr. Tom Cameron**
 Authored: *Common Sense: A Handbook and Guide for Writers*
What Johnny Can't Write: A University View of Freshman Writing Ability
- Presentations: Conference on College Composition and Communication (1995, 1997, and 2000)
- **Dr. Caroline Hartse**
 Publications in: Folk, Journal of the Danish Ethnographic Society
 Journal of Anthropological Research
- Presentations: Society for Psychological Anthropology
 University of New Mexico Lecture Series
- **Dr. Nathaniel Hong**
 Publications in: Journal of Ethnic Studies, 18:2
 American Journalism, 11:2
- Associate Editor: *Kierkegaard's Writings*
Søren Kierkegaard's Journals and Papers
- Presentations at: Conference on College Composition and Communication (1999 and 2000)
- Association for Education in Journalism and Mass Communication
- American Journalism Historians Association
- **Dr. Martyn Kingston**
 Publications in: Environmental Practice (Spring 2001)
 International Third World Studies Journal & Review
 Vol. IX, XI
 State Intervention 1

- Presentations: Annual Third World Studies Conference
International Third World Studies Conference
Pacific Sociological Association Meeting
- **Dr. Judith Meyers**
Publication in: Essays in Anti-Semitism and Philo-Semitism
- Presentations: Holocaust Commemorative Lecture Series
National CCHA Conference
National Women's Studies Association Conference
Seventh Annual Holocaust Conference

Olympic College faculty have also been active in receiving grants and awards—among them Fulbright Fellowships and Lectureships, Rockefeller Foundation Grants, Ford Foundation Grants, National Endowment for the Arts Fellowships, and others. In addition to teaching and research many faculty have committed time to reviewing books, refereeing articles for professional journals, serving as officers in their professional organizations and serving in the community as consultants and advisers in urban planning, social service, political organization and education.

Finally, faculty are actively engaged in the development of new curriculum to supplement current general education offerings in support of the baccalaureate degree. They are well prepared to research, develop and teach upper division curriculum and will enjoy the opportunity to do so. Time for these endeavors will be provided through release time in order to guarantee that in this role their experience will be much like their counterparts at Baccalaureate institutions.

Appendix A

RCW 28B.50.810 Applied baccalaureate degree — Pilot programs.

(1) The college board shall select four community or technical colleges to develop and offer programs of study leading to an applied baccalaureate degree. At least one of the four pilot programs chosen must lead to a baccalaureate of applied science degree which builds on an associate of applied science degree. The college board shall convene a task force that includes representatives of both the community and technical colleges to develop objective selection criteria.

(2) Colleges may submit an application to become a pilot college under this section. The college board shall review the applications and select the pilot colleges using objective criteria, including:

(a) The college demonstrates the capacity to make a long-term commitment of resources to build and sustain a high quality program;

(b) The college has or can readily engage faculty appropriately qualified to develop and deliver a high quality curriculum at the baccalaureate level;

(c) The college can demonstrate demand for the proposed program from a sufficient number of students within its service area to make the program cost-effective and feasible to operate;

(d) The college can demonstrate that employers demand the level of technical training proposed within the program, making it cost-effective for students to seek the degree; and

(e) The proposed program fills a gap in options available for students because it is not offered by a public four-year institution of higher education in the college's geographic area.

(3) A college selected as a pilot college under this section may develop the curriculum for and design and deliver courses leading to an applied baccalaureate degree. However, degree programs developed under this section are subject to approval by the college board under RCW 28B.50.090 and by the higher education coordinating board under RCW 28B.76.230 before a pilot college may enroll students in upper division courses. A pilot college may not enroll students in upper division courses before the fall academic quarter of 2006.



James E. Sulton, Jr., Ph.D.
Executive Director

STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

1000 Rockefeller Way SW • PO Box 43430 • Olympia, WA 98504-3430 • (360) 771-7800 • FAX (360) 53-7808 • www.hecb.wa.gov

July 31, 2006

David C. Mitchell, Ph.D.
President
Olympic College
1600 Chester Avenue
Bremerton, WA 98337-1699

AUG 4 2006

Dear Dr. Mitchell:

Thank you for your Notice of Intent to offer a Bachelor of Science in Nursing. At its meeting on July 27, 2006, the Higher Education Coordinating Board reviewed and approved Olympic College's request.

Resolution No. 06-17 (enclosed) was adopted by the Board and grants approval to Olympic College to initiate offering the degree program effective fall 2007 at the Poulsbo Campus. If the program is extended to the campuses at Bremerton and/or Shelton, please notify the Higher Education Coordinating Board.

We have also forwarded a copy of this approval letter to our Veteran's Affairs Approval Unit, the State Approving Agency. The Board will use CIP Code 51.1601. This code will be used at all the program locations.

We wish you success with this new program.

Sincerely,

Randy Spaulding, Ph.D.
Acting Director of Academic Affairs

c: James E. Sulton, Ph.D., HECB
Michael Ball, HECB
Charlie Earl, SBCTC



Gene J. Colin
Chair



James E. Sulton, Jr., Ph.D
Executive Director

STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way SW • PO Box 43430 • Olympia, WA 98504-3430 • (360) 753-7800 • FAX (360) 753-7808 • www.hecb.wa.gov

RESOLUTION NO. 06-17

WHEREAS, Olympic College proposes to offer a Bachelor of Science in Nursing primarily at its main campus in Poulsbo and at its Bremerton and Shelton campuses as required; and

WHEREAS, The program is consistent with the purpose of House Bill 1794, providing an applied bachelor's degree pathway to students who have completed a technical associate degree program and do not have ready access to other bachelor's degree programs; and

WHEREAS, The program would be developed through a collaboration with the University of Washington, Tacoma Nursing Program; and

WHEREAS, The program responds to the goals of the *2004 Statewide Strategic Master Plan for Higher Education* of providing opportunities for students to earn degrees and responding to the economic needs of the state by providing trained workers in a critical industry; and

WHEREAS, The program responds to demonstrated student, employer, and community needs and is consistent with the *State and Regional Needs Assessment* and the institutions' own assessment of need; and

WHEREAS, The recruitment and diversity plan are appropriate to the program; and

WHEREAS, The college is committed to providing the services and support necessary to expand its institutional role and mission by offering a baccalaureate program; and


WHEREAS, The program is supported by external reviews and, due to its pilot status, would be subject to future review by the Higher Education Coordinating Board, the State Board for Community and Technical Colleges, and the Northwest Commission on Colleges and Universities;

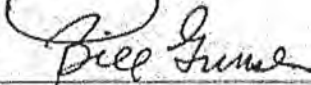
THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Bachelor of Science (BS) in Nursing.

Adopted:

July 27, 2006

Attest:


Gene Colin, Chair


Bill Grinstein, Vice Chair



Appendix D

Memorandum of Understanding Between the University of Washington, Tacoma And Olympic College

This Memorandum of Understanding between the UNIVERSITY OF WASHINGTON TACOMA ("UNIVERSITY"), Tacoma, Washington, and OLYMPIC COLLEGE ("OC"), BREMERTON AND POULSBO, WASHINGTON is entered into pursuant to RCW 28B.45.014, RCW 28B.45.020 RCW 28B.45.080 and 28B.50.810 for the purpose of expanding baccalaureate capacity on the OC campus, while allowing OC to establish an OC accredited BSN degree. This agreement establishes the terms and conditions under which the University's Nursing Program will conduct selected upper division nursing courses at OC Poulsbo, thereby providing a desirable educational experience for Bachelor of Science in Nursing (BSN) students and for OC Nursing Program faculty and staff who are developing a baccalaureate curriculum in nursing. The University and OC acknowledge and agree that adherence to the provisions of this Memorandum of Understanding will support the establishment of a collaborative partnership between the University and OC, will help prepare students to transfer to upper division courses, will enhance professional development of OC faculty and will enhance the transition by OC to providing an OC Baccalaureate in Nursing. This Agreement is subject to the approval of the Higher Education Coordinating Board pursuant to RCW 28B.50.810 and contingent upon OC receiving a pilot Baccalaureate program under 28B.50.810.

I. General Provisions

- A. The University and OC agree that contemporaneous with or following execution of this Memorandum of Understanding and within the scope of its provisions, the University may develop additional agreements with OC to formalize certain operational details including, but not limited to, the following:
1. Specific dates, schedule, and faculty for courses to be offered at OC Poulsbo;
 2. Specific courses to be offered;
 3. Plans for and implementation of recruitment, orientation and advising events;
 4. Classroom and office space needs.
- B. Current articulation agreements between the University and OC will remain in effect and are not altered under this Memorandum of Understanding.

II. Responsibilities of the University

- A. The University will provide:

1. Recruitment activities for potential students, advising for potential and enrolled BSN students at OC Poulsbo;
2. Recruitment and admission of one cohort of qualified applicants to the University's BSN program for autumn 07 at OC Poulsbo;
3. Orientation of new students to the BSN program at OC Poulsbo;
4. Instruction at OC Poulsbo by University Nursing Program faculty for students admitted to the University's BSN program through this initiative in accordance the schedule set forth in Exhibit A;
5. On a space available basis, students already admitted to the University and participating in BSN courses in Tacoma may participate in classes at OC, with faculty permission.

B. Faculty teaching the University's BSN courses shall be appointed and hired by the University at the University's sole discretion.

C. The University will provide for OC nursing faculty:

1. Opportunities to apply as non-matriculated or matriculated graduate students and, if accepted for admission, enroll in graduate courses in nursing education;
2. Opportunities to observe selected sessions of BSN courses in 06-07 in Tacoma, for purposes of faculty development.

D. In collaboration, the University and OC will jointly provide:

1. Content for web based and print material for recruitment and advising; content will be jointly endorsed before distribution;
2. Joint mailings for the purpose of recruitment;
3. Recruiting events and advising;
4. Opportunities for OC faculty and staff to orient to advising functions and observe classroom teaching strategies.

III. Responsibilities of OC

A. OC shall transfer to the University the amount agreed upon for salary and benefits for University faculty providing instruction at OC, the costs of recruiting and advising by University staff, travel costs to OC for agreed upon functions, operations costs, and other expenses to be mutually

negotiated as such needs arise, all as specified in the attached Exhibit B, Projected Costs for BSN Cohort at OC. In the event of unforeseen costs affecting the University's delivery of instruction under this Memorandum of Understanding, the parties agree that the amounts specified in Exhibit B may be subject to an equitable adjustment in favor of the University as agreed by the parties, provided, however, that in the event such adjustment is not made, by the end of the academic quarter in question, the University shall have the option of terminating its services under this agreement.

B. OC will provide:

1. Mailing lists for and joint University/OC mailings and brochures to potential applicants;
2. Consistent classroom space for instruction, with tables and chairs; data projector; overhead projector; computer with high speed internet access to facilitate efficient access to use of the UW libraries, electronic reserves, email and Blackboard;
3. A consistent office space for use by University faculty and staff, with high speed connectivity and seating for students;
4. Access to computers with internet connectivity with appropriate speed and capacity to facilitate efficient access to and use of the UW libraries, electronic reserves, email, and BlackBoard software;
5. Capacity for University faculty to place articles and books on reserve in the OC library;
6. Access to the resources of the OC library for students;
7. Support for students requiring assistance with writing skills;
8. Advising for students intending to transfer to the BSN program to be offered by OC;
9. General education instruction to students admitted and enrolled at OC.

C. OC will plan to initiate the BSN curriculum at OC in 08-09.

IV. Applicants and Students

- A. Potential BSN students will apply to and be required to meet admission standards (including the standards set forth in Exhibit C, Application and Admission) of the University's BSN program and all program requirements.
- B. Qualified applicants selected by the University for admission will be admitted to the University program in a cohort to begin Au 07.
- C. Applicants and admitted students will be informed in timely manner of options to complete their BSN at the UWT campus in Tacoma or, if a student chooses, to transfer into a new BSN program offered by OC.

- D. Enrolled students will have all rights and privileges and duties of regularly enrolled students in the Nursing Program at the University.
- E. Tuition and fees (including all application fees, course fees, and other fees) charged to students enrolled in the UWT BSN program at OC will be the usual tuition and fees for undergraduate University students. Tuition and FTE state support generated through registration in University courses shall remain in the University's budget to defray the cost of instruction and related expenses. Subject to the provision of Section III A above, OC will retain any funds appropriated by the legislature and allocated to OC by the State Board for baccalaureate pilot programs as outlined in RCW 28B.50.810.

V. Employment Relationship

This Memorandum of Understanding shall not create an employer-employee relationship between the University's faculty and staff and OC, or between OC's faculty and staff and the University.

VI. Term

This Memorandum of Understanding shall be effective beginning 1 July 2006 and continue through 1 July 2008, contingent upon funding the BSN program at OC by the State Board for Community and Technical Colleges as a pilot baccalaureate program. This Memorandum of Understanding may be modified by mutual consent of the parties in writing.

VII. Governing Law

The parties' rights or obligations under this Memorandum of Understanding will be construed in accordance with, and any claim or dispute relating thereto will be governed by, the laws of the State of Washington.

VIII. Nondiscrimination

Neither party shall discriminate against any participant because of race, color, religion, national origin, age, handicap, status as a veteran, sex, or sexual orientation, nor will the University or OC engage in such discrimination in their employment or personnel policies related to the provision of instruction.

IX. Severability

If any provision of this Memorandum of Understanding is held to be wholly or partially invalid or unenforceable under applicable law, that provision will be ineffective to that extent only, without in any way affecting the remaining provisions.

X. Nonwaiver

Neither the waiver by either of the parties of a specific breach of or a default under any of the provisions of this Memorandum of Understanding, nor the

failure of either of the parties to enforce any of the provisions of this Memorandum of Understanding or to exercise any right or privilege hereunder, will be construed as a waiver of any subsequent breach or default of a similar nature, or as a waiver of any provisions, rights, or privileges hereunder.

Signed:

For the University of Washington, Tacoma:

For Olympic College:

Chancellor Date

President Date

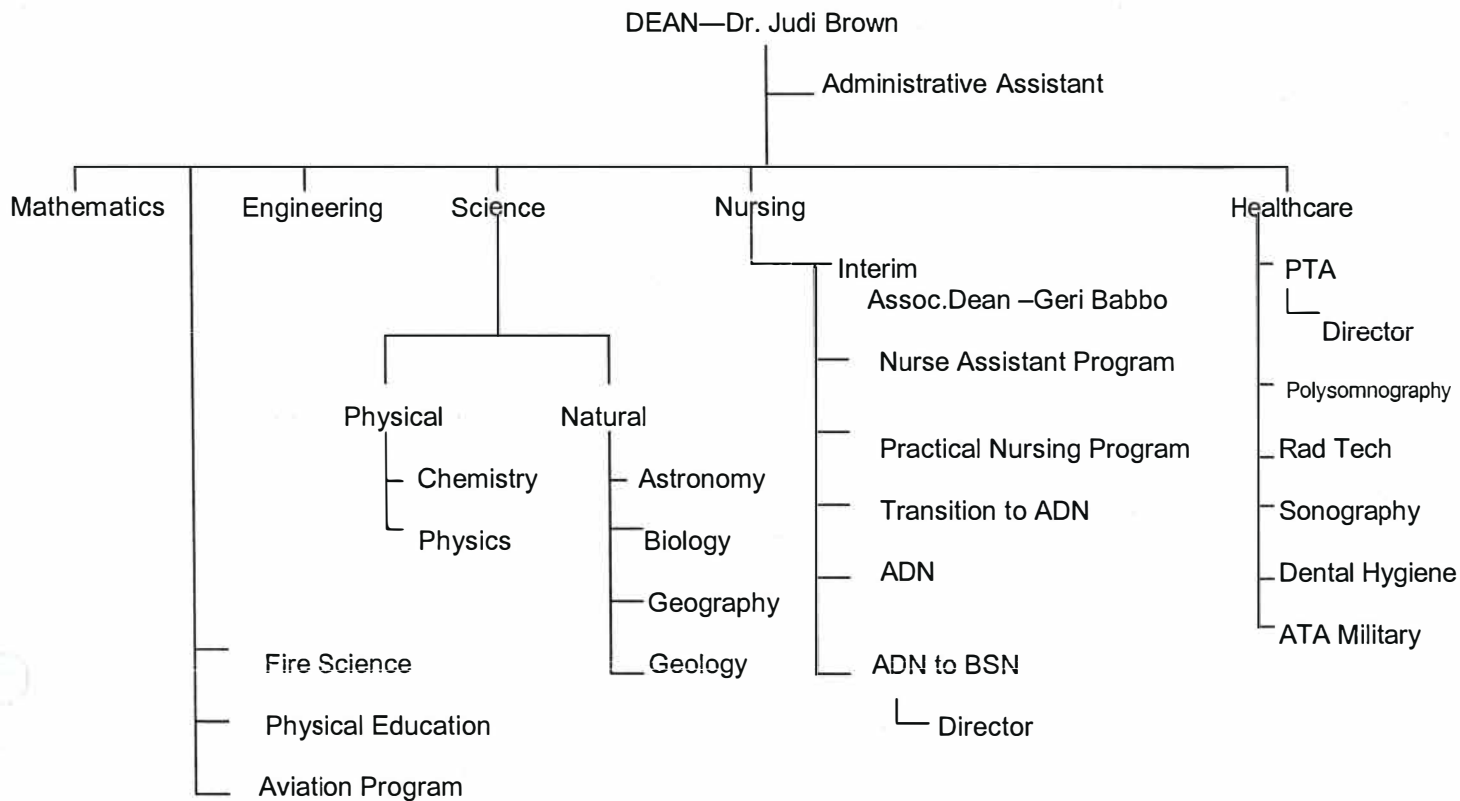
Nursing Program Director Date

Associate Dean Date
Healthcare Programs

Exhibits attached
Approved as to form by:

Appendix E

MATHEMATICS, ENGINEERING, SCIENCES, AND HEALTH DIVISION



Appendix F

| Program Faculty for BSN Courses | | | | |
|--|--------------------------------------|-----------------|---------------------|---|
| Name | Credentials | Status | % Effort in Program | Course Expertise |
| Gerianne Babbo | M.N. | FT Tenured | 15% | Community Health/ Occupational Health |
| Minerva Holk | M.S.N. | FT Tenured | 7% | Maternity/Perinatology |
| Mary Kerdus | M.S.N. | FT Tenured | 7% | Education |
| Anne Mulligan | M.S.N. | FT Tenured | 7% | Medical Surgical/ Critical Care/ Administration/ Quality Assurance |
| Christopher Stokke | M.S.N. | FT Tenured | 11% | Adult Acute Care/ Nursing Administration |
| Alda Taylor | M.S.N. | FT Tenure Track | 7% | Medical/Surgical |
| Janet Tezak | M.N. | FT Tenured | 7% | Psychosocial Nursing |
| Virginia White | M.N./ARNP | FT Tenure Track | 11% | Emergency/Pediatrics |
| Gina Bawden | MSN/ARNP | Part-time | 7% | Family Nurse Practitioner |
| Annette Manant | M.N. | Part-time | 7% | ARNP |
| Chere Perrone | M.N. | Part-time | 7% | Physiological Pathways (Oncology) |
| Diane Bilotta | M.S.N. | Part-time | 7% | Adult Health w/ focus on Nursing Education |
| Jolene Culbertson | M.N. | Part-time | 7% | Psychosocial Nursing |
| Christine Perry | M.N | Part-time | 7% | Nursing Education and Communities Population and Health |
| New BSN Faculty | MN/Ph.D. preferred | Full-time | 100% | |
| New BSN Faculty | MN/Ph.D. preferred | Part-time | 50% | |
| Library Faculty | MSL Medical Specialty required | Part-time | 50% | Library Services |
| Total Faculty FTE | | | | 3.80 |

| Administration and Staff | | | |
|---------------------------------|-------------------|--|---------------------|
| Name | Title | Responsibilities | % Effort in Program |
| Administrative Support | Director | Program oversight and teaching | 100% * |
| Support Staff | Nursing Advisor | Student advising, program promotion, assistance to Program Director | 100% |
| Support Staff | Program Assistant | Clerical support | 50% |
| Total Staff FTE | | | 2.5 |

W A S H I N G T O N
H I G H E R
E D U C A T I O N
C O O R D I N A T I N G B O A R D

July 2006

Bachelor Science in Nursing – Olympic College

Introduction

Olympic College (OC) is seeking Higher Education Coordinating Board (HECB) approval to offer a Bachelor of Science in Nursing (BSN). Olympic College was one of four colleges selected by the State Board for Community and Technical Colleges through a competitive process to develop a baccalaureate level program designed to provide a baccalaureate pathway for students who receive an associate degree in an applied field. Nurses who have achieved licensure at the associate level would have the opportunity to continue their studies and complete a bachelor's degree. The RN-BSN pathway proposed by Olympic College is similar to longstanding programs offered by the state's established baccalaureate institutions and would be phased in through a unique collaboration with the University of Washington, Tacoma nursing program.

The BSN program is being proposed in response to a need for nurses trained at advanced levels to meet the workforce needs of the local healthcare industry and to provide students an opportunity to improve skills and provide for greater flexibility in their career choices within nursing. With implementation of the BSN program, Olympic College would be the only public institution of higher education offering the BSN on the Olympic Peninsula.

Relationship to Institutional Role and Mission and the Strategic Master Plan

The primary mission of Olympic College is to provide quality education and training for all who seek to improve their lives through learning. Strategic planning in support of this mission includes the establishment of Olympic College as a healthcare education center for the region and increasing opportunities for a diverse local population. The program is responsive to this mission by providing a degree pathway that would allow nurses trained at the associate level to move into positions of with greater authority and flexibility. In addition the program would contribute to the community by preparing well qualified healthcare workers at multiple levels.

The program goals are consistent with those of the *2004 Statewide Strategic Master Plan* in that they provide opportunities for students to earn degrees and respond to the state's economic needs. The proposed degree program would respond to changing demand within the healthcare industry. Specifically, the program would meet the individual needs of students by providing access to a degree program that would enhance their skills and provide for career advancement. More broadly, the program responds to the economic needs of the state by providing a better trained workforce for a key economic sector.

Program Need

The proposal responds to needs expressed by students, employers, and community stakeholders. The *State and Regional Needs Assessment* (HECB) finds a substantial gap between the supply of prepared graduates in the healthcare programs and projected employer demand for qualified workers. Roughly half of the demand for additional training at the baccalaureate and graduate level is in nursing. HECB analysis estimates that 55 percent of nurses would be expected to have preparation at the baccalaureate level or higher. The National Advisory Council on Nurse Education indicates that as many as 66 percent of nurses ought to be trained at the baccalaureate level or higher.

The proposal cites multiple sources, including the *State and Regional Needs Assessment*, to establish the need for additional trained nurses in the region and the need for more baccalaureate level nurses to meet employer demand. Annually, more openings are expected for registered nurses than any other occupational group requiring mid-level training in the Olympic and Pacific Mountain workforce development areas (the areas that comprise the Olympic Peninsula). The needs are not limited to their region; the needs in nursing are a statewide problem. The Washington State Job vacancy survey finds that nursing is the top occupation in terms of unfilled openings, with an estimated 4,473 vacancies statewide and more than 800 vacancies on the Olympic Peninsula. The Robert Wood Johnson Foundation indicates this is a national problem that will continue to accelerate through the year 2020.

A key problem in meeting employers' needs for trained nurses is that the field is broad with many different sub disciplines that require training at a specific level and/or in a specific area. Access to baccalaureate level education is a key element in that puzzle. Many positions and/or employers, such as local public health agencies and the naval hospital in Bremerton require the bachelor's as the minimum qualification. In other cases, such as Harrison Medical Center in Bremerton, the bachelor's degree may not be required but is strongly preferred. The bachelor's degree is also a requirement for further education including advance practice occupations at the Masters and Doctorate level like Nurse Practitioners.

Olympic College conducted a survey of students in January of 2006 and found that 91 percent of the respondents expressed an interest in the RN to BSN program. A survey of current practicing nurses was conducted in November 2005 by the Olympic Healthcare Alliance that found 90 percent of respondents expressed an interest in the RN to BSN program. Olympic College currently graduates 50 associate qualified nurses annually, with recent increases in the size of the nursing cohort this should increase. In addition, Olympic College is reaching out to other local ADN programs to ensure the proposed program would articulate with their programs.

Population trends were assessed to provide a better understanding of the community need for the program. In addition to meeting current healthcare needs, already a challenge given the present nursing shortage, the region is growing which will place additional pressure on the healthcare system. Well qualified healthcare professionals are essential to a functioning community.

Currently, the only option for baccalaureate level instruction in nursing available to students on the Olympic Peninsula is a program offered by Old Dominion University. The program is offered primarily via video taped lecture and online. Since 1998, the program has graduated 10 students with a BSN. The next closest option is University of Washington Tacoma, a 96 mile round trip from the Poulsbo Campus.

Program Description

The proposed program would provide a local opportunity for registered nurses who completed training at the associates level to continue their education and complete a bachelor's degree in nursing. RN to BSN completion programs are well established in Washington and are offered by a number of colleges and universities; however, commute time and distance to existing programs are significant factors for students on the Peninsula who wish to complete the BSN.

The program would be developed through a unique collaborative arrangement with the University of Washington, Tacoma. Under the agreement UWT would contract with Olympic College to offer the first year of the program. Students would then be offered the opportunity to continue their study at UWT in the second year of the program or continue at Olympic College to complete the degree requirements. During the contract period, UWT would provide technical support and training to Olympic College faculty to support the development of their program. The agreement does not imply that the Olympic program would be a duplicate of the UWT program, rather Olympic would draw on the strength and expertise at of the UWT faculty to design a program that would meet the unique needs of the region and prepare the faculty to deliver a high quality program.

Licensed nurses who hold an Associate Degree in Nursing would be eligible to enroll in the RN to BSN, program provided they have a minimum GPA of 2.5 and at least a 2.0 in all required prerequisite courses. If more students meet the minimum requirement than space allows, admissions decisions would be based on GPA ranking.

Students would complete 40 credits of upper division nursing credits in the program. In addition, they would be awarded 35 credits for completion of the NCLEX exam required for nursing licensure. The student would also transfer 40 credits of nursing credit from their ADN program and complete a total of 65 credits in general education. Specific course requirements include: foreign language (two years in high school or two quarters in college), English composition, college level math, statistics, chemistry, anatomy and physiology, and microbiology. The courses listed above would count within the broader distribution requirements including: 5 credits of quantitative reasoning, 15 credits of writing coursework, 15 credits of humanities coursework, 15 credits of social science coursework, and 18 credits of natural science coursework.

Program graduates would have enhanced career opportunities through greater promotional opportunities and greater flexibility in work assignments. A BSN or higher is required for nurses to work in some specialties. In addition, a number of employers prefer to hire at the baccalaureate level or above and/or provide opportunities for current nursing staff to continue their education. The program would be designed to ensure that graduates have the skills and knowledge required to take on greater levels of responsibility and to successfully enter and complete graduate education programs.

In the first year, the program would accommodate 20 FTE (40 headcount) students. The program would grow to approximately 50 FTE (95 headcount) students by the fourth year. The department estimates the program could be as large as 34 FTE students in the first year and reasonably be expected to grow to 62 FTE students by the fourth year.

The program and individual students would be assessed based upon clearly defined outcomes. Students would be assessed throughout the program through assessments associated with individual courses and evaluation of a portfolio of work completed during the students program of study. The program would be assessed based upon success of students in the program, analysis of graduate surveys and surveys of employers. In addition, the institution will seek specialized accreditation through the National League of Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE).

In addition to the institutional student and program assessment, the program will undergo additional review due to the pilot status of the BAS degree programs. The SBCTC and the HECB will conduct evaluations of the programs following initial implementation. Finally, as the first degree at a new level, the proposed degree program will represent a substantive change that requires review by the Northwest Commission on Colleges and Universities (NWCCU), the regional accrediting body.

Diversity

The institution has received grant funding to support efforts to recruit a diverse student body. For the nursing program, the emphasis will be to develop the pipeline through recruitment of diverse students into the ADN program and support students continued study toward the Bachelor's degree.

External Review

The program was reviewed by three external experts: Dr. Carl Christiansen, Dean of the Buntain School of Nursing at Northwest University; Dr. Mary K. Salazar, Professor, School of Nursing, University of Washington; Dr. Elizabeth Towner, Professor (retired), Western University of Health Science, College of Graduate Nursing and former dean, School of Nursing, Southern Oregon University.

All three reviewers expressed support for the program and applauded the collaboration with University of Washington, Tacoma. In addition, the reviewers all indicated a critical need for expanded access to baccalaureate nursing degree programs.

Dr. Christiansen cited a number of strengths of the proposal, including the fit with the mission of Olympic College and a program evaluation plan that would lead to specialized accreditation. Christianson also made a number of suggestions for the improvement of the program. Key among these suggestions was a desire to see more outreach through the use of off-site locations that might attract diverse students. Christiansen also had suggestions for additional outcome measures; and he suggested a careful review of the admission criteria, indicating that the minimum of a 2.0 in the prerequisite courses may be too low to predict success in the upper division coursework. Finally, Christiansen indicated the critical importance of attracting

doctorate prepared faculty for the open positions. The program responded that they will be incorporate his suggestions related to the development of the curriculum and off campus coursework as they more fully develop the program. The minimum requirement of a 2.0 for statistics would also be reviewed as the program continues to be developed. With regard to faculty qualifications, the program developers indicated that the college is committed to hiring a director with an earned doctorate.

Dr. Salazar also expressed support for the program and noted a number of strengths of the proposal including the articulation of the learning outcomes and program evaluation plans, the potential to attract diverse students, and improvements in the library. Her concerns about the program centered on faculty load; she applauded the agreement with UWT that would provide training for faculty, but pointed out that the skills required of faculty at the baccalaureate level were quite different than at the associate level in nursing programs. These differences are apparent in the course content as well as the mentoring relationship and the added emphasis on research and writing at the baccalaureate level. On a related note, Salazar questioned whether the number of new faculty would be sufficient to support the program. Finally, Salazar raised some more specific questions about scheduling and distance learning options and suggested greater collaboration with nursing and other health professionals in the community. The program developers shared Dr. Salazar's concern about faculty load and indicated they would be working with faculty to ensure any problems are addressed proactively. The program developers also indicated a luxury in their community of being able to attract highly-qualified instructors from a pool of retired military nurses residing in the area. The program is also seeking funding to provide opportunities for existing faculty to continue their studies toward a doctorate. Approaches to deliver the curriculum via distance learning would be addressed as the program matures. Finally, the outreach to community health professionals has already begun and has been met with enthusiasm; the health community is very supportive of the development of the RN to BSN program.

Dr. Towner listed a number of strengths of the proposal including the recruitment strategy, the link to the needs in the local community, and the provision for faculty and staff development. Her suggestions included the implementation of selection criteria for in the admission process and a comparison of prerequisites at UWT and the proposed Olympic program. The program developers responded to this concern about admission criteria by establishing a system where students would be admitted on the basis of GPA.

Program Costs

Prior to the first year of the program the institution would receive planning funds; no students would be enrolled in the program during the planning year. In the first implementation year of the program, with an entering class of 15 FTE students costs are estimated to be \$10,467 per FTE. At full enrollment in the second year (30 FTE students) the cost would be \$10,433 per FTE. The average direct cost of instruction for baccalaureate programs in Health Sciences the University of Washington, Tacoma is \$ 15,131.

During the first year of implementation the program would contract with the University of Washington, Tacoma to provide Nursing courses to 15 FTE students. The terms of the contract include a \$51,000 payment to the University. In addition, the college would provide appropriate

facilities including classroom space, office space, and computers. The University would also provide graduate level instruction for the existing OC nursing faculty with a focus on curriculum development. In the second year of the program, OC would provide all instruction. At that point, the program would draw on current and newly-hired faculty. The program estimates a contribution of faculty time equivalent to 3.8 FTE faculty in the nursing program and .66 FTE faculty in the general education curriculum. Administrative and Clerical Costs are based on 2.5 FTE.

The program includes funding for library improvements including a .5 FTE librarian who would be responsible for the development of the collection for the BAS program. Funding of \$10,000 is provided for purchase of books and materials in years one and two; in years three and four the amount decreases to \$5,000 per year. No program specific library funding beyond the staff position is projected in year 5.

The proposal also includes funding for faculty professional development of \$6,200 in the first year and \$5,000 thereafter. Beginning in year two, funding of \$30,000 per year is provided to support summer stipends for faculty.

Staff Analysis

The proposed program would support the unique role and mission of the institution. The program builds upon a ADN program and would be developed through a collaboration with the University of Washington School of Nursing. The program responds to the needs and aspirations of students and local employers and would serve the community by providing improved healthcare service through a better trained workforce.

The program also responds to the *2004 Statewide Master Plan* goals of providing opportunities for students to earn degrees and respond to the economic needs of the state by providing trained workers in a critical industry to our economy and our communities. In addition, the program would provide access to baccalaureate level education and open the door to graduate level education for students who otherwise would not have the opportunity to continue their studies.

The program is consistent with the purpose of HB 1794 providing a bachelor's degree pathway to students who have completed an applied associate degree program and do not have ready access to other bachelor's degree programs.

The proposed degree program includes an assessment approach with well defined student learning outcomes and multiple measures of student achievement. The program would be subject to a well defined review process that brings feedback from various constituents. The proposed assessment plan is supported by external reviews. In addition, due to the pilot status of the degree program, the program would be subject to future review by the HECB, the SBCTC, and the NWCCU.

The program responds to demonstrated student, employer and community needs and is consistent with the *State and Regional Needs Assessment* and the institution's own assessment of need. The institution consulted a variety of sources and builds community support for the program, which should prove useful as they move to implementation and recruitment.

There are a number of suggestions for continued improvements raised by the external review that may warrant additional attention. Especially important is the need to attract nursing faculty prepared at the doctorate level. In its ongoing work with UWT to develop the program, it would be recommended that the department take a closer look at the proposed admission policy and consider a more holistic review that would include letters of reference, work experience, and the students writing and analytical abilities, rather than basing decisions solely on the basis of GPA.

The program would not duplicate existing programs and would be offered at a reasonable cost.

Recommendation

Based on careful review of the program proposal and supplemental sources, board staff recommend approval of the Bachelor Science in Nursing degree program at Olympic College.

Olympic College

**Community College Baccalaureate
Degree**

ADN to BSN Program

June 20, 2006



Olympic College does not discriminate on the basis of race, color,
national origin, sex, disability, or age in its programs and activities.


OLYMPIC COLLEGE

www.olympic.edu

Olympic College-UW-T Partnership

- **Planning Year (2006-07)**
 - UW-T and OC faculty work together to design the BSN program
 - OC Faculty enroll in graduate level nursing education coursework at UW-T
 - OC BSN Program curriculum development begins
- **Instructional Year One (2007-08)**
 - UW-T faculty teach four BSN courses at OC-Poulsbo – students admitted as UW-T students; OC teaches general education courses
 - OC faculty continue BSN curriculum development
- **Instructional Year Two (2008-09)**
 - OC assumes program instruction and administration
 - 2007-08 student cohort have option to continue with UW-T in Tacoma or become OC BSN students
 - 2008-09 student cohort admitted as OC BSN students

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Uniqueness of ADN to BSN Degrees

- This BSN completion program, just like other BSN completion programs, requires 40 upper division nursing credits for the BSN degree
- Credit given for Registered Nursing License (35 credits)
- Many/most general education classes taken in ADN (~65 credits)
- Students also transfer a maximum of 40 nursing credits from ADN program
- Full-time option can lead to degree in one year
- Part-time option can earn degree in two years



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Enrollment Breakdown

- 2009-10 and following
 - ~25 part-time students completing 20 upper division nursing credits and graduating
 - ~25 new part-time students enter the program taking first 20 upper division nursing credits
 - ~10 full-time students enter the program taking all 40 upper division nursing credits and graduating
- Total new students entering the program each year = 35.
- Total students graduating 30 – 35 depending on attrition.
- Estimate 10-15% attrition each year due to working schedules and family/personal challenges.
- Total number of students graduating from OC ADN programs each year = 90

Required Faculty

- A number of our current adjunct nursing professors are working on their doctoral degrees in nursing or nursing education.
- Salaries will be sufficient given lower cost of living in Kitsap County when compared to King-Pierce-Snohomish counties.
- Six of our current tenured nursing professors plan to teach in the BSN program.
- Over 33% of current professors at Olympic College hold Ph.D.s. This demonstrates OC's ability to attract Ph.D.-prepared professors.
- BSN program director (Ph.D.-prepared) will serve an administrative role during the planning year of the program and have a split administrative/teaching role (40% administrative/60% teaching) in subsequent years.
- Maximum number of faculty needed for any quarter will not exceed four.

Estimated Disbursement of Planning Year Funds (2006-07)

- Major operating expenses:
 - UW-T Contract Services - \$32,069
 - Ph.D. prepared nursing administrator - \$50,000 (1/2 year salary)
 - 0.5 clerical support - \$11,500 (1/2 year salary)
 - Library Resource Enhancement - \$30,000
 - Faculty curriculum development (tuition) - \$30,000
 - Travel to UW-T (faculty) - \$10,000
 - Student services enhancements - \$30,000

Budget for 2008-09 and following

- FTE reimbursement and tuition at the regional university rate

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Need for BSN-prepared Nurses

- In response to studies documenting need for RN, OC has increased its RN (ADN) program by 25 students – this year we will admit and/or retain 160 ADN students:
 - 70 second year students
 - 70 first year students
 - 20 LPN-to-ADN students
- Studies also indicate there is a need for RNs with more education – primarily BSN.
 - More critical thinking skills to make independent decision as home health care nurses, public health nurses, and those with advanced skills at the bedside.
 - As health care requires more out-patient services.

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Thank you for the opportunity to submit this supplemental information in response to the questions raised by the evaluation committee. This proposal and the supplemental information addresses the criteria set down in Senate Bill Report E2HSB 1794 in that Olympic College is located in an isolated area with limited local access to public baccalaureate degree in nursing (BSN) education. BSN education has been identified as a high demand need in our state. Most of our students are place-bound, which strong local enrollment and weak “out of region” transfer enrollment patterns clearly indicate. Olympic College has a large number of former and current students who have completed or will soon complete our associate degree in nursing (ADN) degree and will sustain the need for this program. Evidence that the pipeline into this RN-to-BSN program is sustainable over the long term includes the recent increase in ADN enrollments from 45 to 70 students annually as a result of a high demand grant, the number of students who are not admitted and roll their application over to the following year for consideration to enter the Associate Degree, and strong annual enrollments in the transitional LPN to RN program.

This document offers clarification and answers to the committee’s questions regarding Olympic College’s associate to bachelor proposal submitted on January 17, 2006. The answers and clarification offered by this document reflects the *Memorandum of Understanding* regarding the partnership between the University of Washington-Tacoma and Olympic College.

| Principle: Service to Placebound Students: | |
|--|---|
| Criteria 1.B | Standards |
| Demonstrate demand for the proposed program from a sufficient number of students within its service area to make the program cost-effective and feasible to operate. | Requirement: Provide evidence that the number of students graduating from relevant applied associate degree programs in the catchment-area result in sufficient students going on for the BAS each year to match the planned junior year FTE request |

- **Have you conducted any surveys or focus groups with students currently in your ADN program to learn of their interest in the BSN program? If so please describe the results and provide a link to the survey or focus group instrument and detailed results.**

In January 2006, Olympic College’s Healthcare programs department surveyed the current associate degree nursing students (ADN) to assess their interest in earning a BSN degree. Of the 64 student respondents, 58 (91%) indicated interest in a locally offered RN-to-BSN program. The survey echoed the results of a similar survey conducted by the Olympic Health Care Alliance.

The Olympic Health Care Alliance (OHCA) is a local health care skills panel comprised of representatives from all healthcare agencies in Clallam, Kitsap, and Jefferson counties. In November of 2005, OHCA surveyed currently employed RNs in the area to assess their interest in earning a BSN degree. Of the 96 employed respondents, 86 RNs (90%) indicated interest in a locally offered RN-to-BSN program.

See website at <http://www.olympic.edu/NR/rdonlyres/33B2938E-0AD3-409D-842D-64BA35652F5F/0/BSNSurvey2.doc>;
<http://www.olympic.edu/NR/rdonlyres/98D27ABC-8745-4CD4-A7CD-72125B69DD9D/0/BSNSURVEY.xls> for comprehensive raw data, aggregated and tabled data, along with the survey tool.

- **The program is designed for weekend and evening delivery. Do you have any evidence from current or former students that weekend and evening delivery will provide a good match to the shift-work schedule of some nurses?**

As noted in the above surveys of practicing nurses and current nursing students, both groups indicated a strong desire for coursework to be offered on evenings or weekends and augmented by an on-line component to the coursework. The survey also revealed career advancement was the main reason for seeking BSN education; and the primary reason the currently employed RNs had not considered enrolling in existing RN-to-BSN programs was the lack of a local program that allowed them to work and attend classes without a long commute.

- **Describe your analysis that lead to the estimates provide in the table on page 6. Why, for example, do you expect 10 students from the recent graduating classes?**

The estimates of the number of students expected to enroll in the RN-to-BSN program are conservative because of the high demand for nurses and the fact it is difficult to work full-time and attend school. Based on the surveys described above, an estimated 86 Registered Nurses from Clallam, Kitsap, and Jefferson counties are interested in the RN-to-BSN program and 64 currently enrolled nursing students are interested in the program. Each year, Olympic College graduates approximately 55 associate degree nursing students, that number of graduates is expected to increase to 80 each spring, starting in 2007. Likewise, Peninsula College graduates between 15-20 associate degree nurses annually. We, therefore, assume **at least** 10 students will enroll; however, the expectation is more will choose to attend.

| Principle: <i>Part of Workforce Mission</i> | |
|--|--|
| Criteria 2.A | Standards |
| The college can demonstrate that employers demand the level of technical training proposed within the program, making it cost-effective for students to seek the degree. | Requirement: Based on the data sources described document either that statewide demand in the proposed occupational area substantially exceeds current statewide supply, or local demand substantially exceeds local supply. |

- **Please provide quantifiable job demand data from employers.**

The Washington State Board for Community and Technical Colleges Research Report No. 05-1 (April 2005) states, “**an applied baccalaureate degree would be beneficial to their employees who wish to be promoted to higher level management or specialty positions.** One industry representative working in the health care industry noted, ‘Simply having the technical skills isn’t enough for management or higher level position, and employees often fail when promoted as they are not adequately prepared.’ Employers are interested in expanding options for technical

workers...who possess both a baccalaureate degree and job-specific skills.” This RN-to-BSN program would address this need. This need is echoed in the *Regional Needs Assessment October 2005*, which indicates health care practitioners need higher levels of education, of the 3000 projected health care workers needed, half need entry level education and **half need ultimate educational preparation (at least bachelor’s level education).**

Additionally, the Washington State Occupational Forecast with the Higher Education Commission Board (HECB) Analysis of Training Levels projected a 2 percent growth needed in nursing in the state through 2012. Of the 8,000 new nurses needed, **1,800 will require bachelor level education.**

The Washington State Job Vacancy Survey released in July 2005 states “the occupation with the most unfilled positions was Registered Nurses (RN), with an estimated 4,473 vacancies statewide. This represents a sizable jump of 53 percent from the previous survey period.” Locally, the vacancy rate is higher than the state average. From April to May 2005, the Olympic Workforce Development area had 357 Registered Nurse job vacancies, and in the Pacific Mountain Workforce Development area there were 452 RN vacancies. There has been a steady incline of RN job vacancies since October 2003 according to this same report. The rate of job vacancies for RNs is 6 percent statewide, however in the Pacific Mountain and Olympic Workforce Development areas, the rates are 11 and 9 percent respectively. *Progress 2004: A Report of the Health Care Shortage Task Force* recommended to the legislature in January 2003 that although advances in reducing the health care shortage had occurred, education capacity needs to expand in order to meet the ongoing need. According to the Robert Wood Johnson Foundation January 2005 article, “Charting Nursing’s Future,” the national demand for RNs will accelerate through 2020, creating an even larger gap between supply and demand: approximately 150,000 in 2005, 275,000 in 2010, 507,000 in 2015 and 808,000 in 2020. In response to these findings, the Health Care Shortage Task Force categorically recommended that post-secondary institutions continue to expand educational capacity in high demand health care programs.

A current search of the Harrison Medical Center’s website reveals over **80** immediate part-time or full-time RN positions available. **The Director of Patient Services at Naval Hospital Bremerton also voiced the need for bachelor prepared nurses. A BSN education is the minimum requirement for active duty RNs employed at Naval Hospital in Bremerton.**

As a regional medical center, Harrison Medical Center in Bremerton is striving to attract and retain professional nurses committed to nursing excellence, professional practice and evidence-based practice. One major national designation that helps the facility demonstrate this to the community and to the staff is the Magnet recognition program through the American Nurse Credentialing Center (ANCC). To become a Magnet facility, Harrison Medical Center must demonstrate commitment to excellence in nursing practice, commitment to nursing education and promotion of nursing excellence at the bedside. One of the ways to measure this is through the number of staff that are bachelor or master-level prepared or certified in nursing specialties.

Currently, Harrison Medical Center has approximately 39% bachelor or master level prepared nurses. The nursing administration goal at Harrison Medical Center is to have 70% of their nursing personnel educated at the BSN level or higher. This equates to more than **100** of Harrison Medical Center’s current nursing personnel seeking higher education. Promoting professional practice and raising the level of quality at the bedside comes from increased educational levels of caregivers. Having a BSN program locally that the medical center can promote to the staff will help Harrison

Medical Center not only obtain Magnet status, but more importantly, increase the quality of nursing care provided to the community. The nurse with a BSN has the prepared background and depth of knowledge to apply the principles of nursing research at the bedside thus enhancing nursing care delivery.

| | |
|--|---|
| Principle: Part of Workforce Mission | |
| Criteria 2.B | Standards |
| Has a plan for development of the curriculum that represents a level of rigor and knowledge above the level of the related applied associate degree. | Requirement: Describe the curriculum (both the portion expected from the applied associate level and the portions at the upper division level) substantially exceeds local supply. |

- **Explain** in more detail the calculation of BSN credits stemming from the lower division work. It appears that 90 credits are from the 121 credits in the ADN and another 40 credits come from the nursing licensure based on that 121 credit degree. The latter are regarded as advanced standing credits. Please explain the reason these are treated as advance standing credits.

Since the original proposal, Olympic College’s partnership with UW-T has been solidified resulting in proposed curriculum modifications. The following charts summarize these modifications. Please note the credit for licensure has been removed.

Olympic College proposes the following credits required for the RN-to-BSN degree:

- One hundred twenty one (quarter) credits will be accepted from undergraduate courses.
- 40 upper division nursing credits (including 35 required and 5 elective).
- 20-30 general education credits; may vary dependant on associate degree

- **Is clinical experience part of the BSN? If so, what arrangements are made or need to be made for clinical experiences?**

As noted below in the *Upper Division Nursing Coursework Table*, there are clinical experiences planned for the nursing students in two of the courses. Olympic College has established contracts with clinical facilities in the service area to accommodate clinical education of the nursing students in the RN-to-BSN program.

| Upper Division Nursing Coursework | Course Number | Quarter, year offered | Credits Didactic or clinical |
|--|----------------------|------------------------------|-------------------------------------|
| Critical Thinking and Writing | NURS 350 * | Fall, 1 | 3 D |
| Collaborative Learning I | NURS 450 * | Fall, 1 | 1 D |
| Clinical Nursing Phenomenon | NURS 340 * | Winter, 1 | 3 D |
| Nursing Research | NURS 403 * | Spring, 1 | 3 D |
| Diversity in Healthcare | NURS 4XX | Fall, 2 | 3 D |
| Analysis of Healthcare Systems | NURS 4XX | Winter, 2 | 3 D |

| | | | |
|---|-----------|-----------|-----------|
| Nursing Ethics | NURS 4XX | Spring, 2 | 3 D |
| Interpersonal Communication | NURS 4XX | Fall, 3 | 3 D |
| Nursing of the Family and Society | NURS 4XX | Winter, 3 | 3 D |
| Nursing Individuals, Families, Groups | NURS 4XX | Winter, 3 | 3 cl ** |
| Healthcare in Communities and Populations | NURS 4XX | Spring, 3 | 6 cl ** |
| Professional Portfolio | NURS 4XX | Spring, 3 | 1 D |
| Nursing Elective | 5, varies | | 5 |
| TOTAL CREDITS | | | 40 |

* Transfer direct from the University of Washington – Tacoma (UW-T)

** Indicates a clinical experience

- **Describe the general education component of the BSN in more detail – listed as up to 10 credits. Summarize the general education requirements that BSN graduates will have completed either in their ADN or in the junior or senior year. Please indicate the total credits in each general education area.**

Olympic College requires significant general education coursework as part of its ADN curriculum. Many of these general education courses are required as prerequisite or co-requisites in the ADN-to-BSN programs offered at four-year institutions such as the University of Washington – Tacoma. The general education classes students take while pursuing their ADN will determine the number of additional pre- or co-requisite courses required to complete the BSN degree. For example, if a student took Math 281 (Introduction to Statistics) as part of their ADN coursework, they would not need to take it for the BSN. If a student took Math 107 (Mathematics for Liberal Arts students) for the ADN program, then Math 281 would have to be taken as a pre- or co-requisite to the BSN program. Additionally, if they took a second social science class as their ADN elective, they would only have to take one additional social science (not two) during their junior/senior year.

To summarize the information on the table shown below, students are required to complete 10 credits in Communication, 5 – 10 credits in Quantitative Reasoning depending on what course was taken at the ADN level, 29 credits in Natural Sciences all taken at the ADN level, 10 – 15 credits of Humanities primarily taken at the BSN level, and 10 – 20 credits in Social Sciences depending on electives taken at the ADN level.

To offer clarity, the general education requirements are illustrated in the table below.

GENERAL EDUCATION/CURRICULAR REQUIREMENTS

| | ADN | BSN | Suggested Courses/Comments | TOTAL |
|-----------------|--------|-------|--|-------|
| Communication | 5 cr | 5 cr | ENGL 102 | |
| Quantitative | 5 cr * | * | *Math 281 Statistics, if not taken in associate degree program | |
| Natural Science | 29 | 0 | | |
| Humanities | | 10-15 | Foreign Language, 2 classes. Speech or Public Speaking | |

| | | | | |
|----------------|----------|----------|--|------------|
| Social Science | 5 cr | 5-10 ** | ** Dependant on electives taken in associate degree program Medical Sociology 3XX | |
| Electives | 5 cr *** | | ***Could be social science or humanities | |
| Nursing | 72 cr | 40 cr | | |
| Totals | 121 cr | 60-70 cr | | 181-191 cr |

| Principle: Capacity & Sustainability | |
|--|---|
| Criteria 3.A | Standards |
| Demonstrates the capacity to make a long-term commitment of resources to build and sustain a high quality program. | Requirement: Provide a financial plan (costs, expenditures and revenue streams to support the proposal) and a description of adequacy of facilities, equipment and other instructional resources required by the bachelor's program. |

- **Do you anticipate year long or shorter faculty appointments? If the appointments are year long does the budget reflect the full year salary?**

Once the curriculum and proposed schedule for full and part-time students has been developed, Olympic College will have a more clear expectation regarding length of faculty appointments. Tentatively we anticipate a normal academic calendar; depending on student interest and need, summer classes may be offered. Faculty will have part-time or full-time appointments in the RN-to-BSN program with salaries equitable to other regional 4-year institutions. The BSN Program administrative management and oversight will be provided through a full-time Director (who may also teach some BSN courses). When Olympic College takes over the program instruction in 2008-09, additional FTE faculty will also be hired. It is expected that 1.5 FTEF will instruct nursing courses in the program in addition to the teaching provided by the full-time Director. See the four year budget provided on page 7 under the heading "Faculty" that indicates the correct full-time salary figure.

- **Given that baccalaureate faculty salaries are typically higher than the Olympic faculty salary, is the budgeted amount at the appropriate level?**

Yes; RN-to-BSN budgeted salaries are based on UW-T's estimate of senior lecturer salaries during the first year of the program. Olympic College plans to hire one full-time nursing faculty member based approximately on the University of Washington-Tacoma's salary schedule.

- **Provide information on the costs that will be covered in the start-up year with attention to the portion of the potential \$226,000 start up funds actually needed given that UW Tacoma already has a curriculum that could be used to serve the place-bound students in your area.**

The University of Washington-Tacoma already has curriculum but has encouraged the Olympic College nursing program to develop a RN-to-BSN curriculum to specifically address local needs.

Four Year Budget Projection

CTC Baccalaureate

| Academic Year | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|------------------|------------------|------------------|------------------|
| SFTEs | 0 | 20 | 40 | 40 |
| REVENUE | | | | |
| Tuition | 0 | 82,000 | 164,000 | \$164,000 |
| State Funding | 126,000 | 126,000 | 252,000 | \$252,000 |
| Start-up Grant | 100,000 | 0 | 0 | \$0 |
| Student Fees | 0 | 500 | 1,000 | \$1,000 |
| TOTAL REVENUE | \$226,000 | \$208,500 | \$417,000 | \$417,000 |
| OPERATING EXPENSES | | | | |
| UW-T Contract Services | 32,069 | 50,727 | 0 | 0 |
| Faculty | | | | |
| - Nursing Faculty | 0 | 0 | 54,000 | 55,080 |
| - General Education Faculty (part-time) | 0 | 30,000 | 30,000 | 30,000 |
| - Part-time Nursing Faculty | 0 | 0 | 20,000 | 20,000 |
| - Library Faculty (Medical Speciality) | 0 | 0 | 35,700 | 36,414 |
| - Benefits @ 30% | 0 | 0 | 25,710 | 26,164 |
| Administration | | | | |
| - Administrative Director - may also teach | \$60,000 | \$61,200 | \$62,424 | \$63,672 |
| - Office/Clerical Support - 0.5 person | 11,550 | 11,781 | 12,017 | 12,257 |
| - Benefits @ 30% | 21,465 | 21,894 | 22,332 | 22,779 |
| Support (Student Services) | | | | |
| - Nursing Advisor | 0 | 0 | 41,704 | 42,538 |
| - Benefits @ 30% | 0 | 0 | 12,511 | 12,761 |
| - Library Resource Enhancement | 30,000 | 5,000 | 22,602 | 28,420 |
| - Tutoring Support/Retention/Placement | 0 | 1,000 | 2,500 | 2,500 |
| - Student Services Support (Fin. Aid, Admissions, etc.) | 0 | 2,000 | 10,000 | 10,000 |
| Professional Development | | | | |
| - Faculty Curriculum Development (tuition) | 35,000 | 0 | 0 | 0 |
| - Faculty Curriculum Development (stipends) | 0 | 7,000 | 0 | 0 |
| - Faculty Professional Development (general) | 0 | 0 | 5,000 | 5,000 |
| - OC/UW-T Faculty Retreat | 2,000 | 2,000 | 0 | 0 |
| - Travel | 10,000 | 4,123 | 5,000 | 5,000 |
| Supplies, Services, & Equipment | | | | |
| Printing & Reproduction | 3,000 | 3,000 | 2,500 | 2,500 |
| Supplies & Material | 2,000 | 2,000 | 4,000 | 4,000 |
| Promotion & Marketing | 5,000 | 5,000 | 3,000 | 3,000 |
| Equipment | 13,916 | 1,775 | 46,000 | 24,915 |
| Other | | | | |
| Other expense - Accreditation travel | 0 | 0 | 0 | 9,000 |
| Other expense - Accreditation fees | 0 | 0 | 0 | 1,000 |
| TOTAL EXPENSES | \$226,000 | \$208,500 | \$417,000 | \$417,000 |

During the first year of this proposed program, UW-T will provide instruction for only four courses of a part-time option. Costs associated with recruitment, tuition and travel expenses for OC faculty development, library enhancements, and materials need to be covered during the start-up year.

- **Student services support appears to be limited to one new staff position and \$2,000 per year. Please explain how the needed additional services will be provided within that budget.**

The budget shown on page 7 reflects the new partnership between Olympic College and UW-T which explains the revisions from the original budget proposal. The budget for student services support is minimal during the first two years because UW-T will be providing student services support. Additionally, no students will be admitted during the first year, so added support for financial aid and admissions are not necessary. The budget indicates an increase in financial support for these areas once Olympic College takes over the program in year three (2008-09).

| Principle: Capacity & Sustainability | |
|--|---|
| Criteria 3.B | Standards |
| Has analyzed the faculty/staff needed, the education and professional experience qualification of faculty members relative to teaching assignments and anticipated sources of qualified faculty and staff. | Requirement: What kind of staff needed |

- **Provide more information about the work expected for the position that is variously described as education advisor, education planner or retention coordinator.**

One full-time equivalent Olympic College educational advisor will be hired during the second program year (2008-09) to provide weekly information sessions to the interested public, advise prospective students, provide orientation sessions, help the program administrator promote the RN-to-BSN program, assist with the application process, and provide part-time and full-time program curriculum mapping for students.

- **Describe what faculty background and how much faculty time will be needed to provide the general education courses anticipated at the junior and senior level.**

The general education faculty at Olympic College all meet the standard of being at least masters prepared in their field to teach. Many of the general education faculty have earned doctoral degrees. It is estimated that the students entering the RN-to-BSN program will need to earn 20-30 co-requisite general education courses, as above detailed in table on page 4. This 20-30 credit general education requirement will dictate a need for 0.75 FTEF additional general education faculty. See proposed budget.

| Principle: Capacity & Sustainability | |
|--|--|
| Criteria 3.C | Standards |
| Has or can readily engage faculty appropriately qualified to develop and deliver a high quality curriculum at the baccalaureate level. | Requirement: by fall 2007, the current faculty reassigned to the program, plus the faculty hired using the new FTE funding, will have the background consistent with the above analysis plus recent work experience in the field (minimum of two years at a job appropriate for those with at least the bachelor's degree). |

- **Please describe the newly negotiated arrangement with UW Tacoma regarding faculty for the program. Provide a letter of support from UW Tacoma regarding that arrangement.**

The changes in the proposed budget illustrated on page 7 reflect the partnership between Olympic College and the University of Washington-Tacoma. While the revenues listed did not change, the operating expenses do.

- * Under Operating Expenses, Contracted Services charged by the University of Washington-Tacoma are very reasonable and thus demonstrate the collaborative and collegial nature of the Olympic College and University of Washington-Tacoma partnership. These contracted services charges are present only in the first two years of the proposal.
- * Under Faculty, Olympic College will be hiring nursing faculty for the delivery of nursing content in Year 3 (2008-09) of the proposal. Nursing coursework delivered during Year 2 (2007-08) of the proposal will be delivered by UW-T nursing faculty and costs are reflected in the Contracted Services section of the budget. Hiring full-time faculty, part-time faculty and additional library personnel does not take place until Year 3 of the proposal. General education faculty are the only hires that take place in Year 2 of the proposal. This reflects the need for potential students to meet the co-requisite course requirement in the proposed program.
- * Under Administration, the proposal seeks to hire a full-time, nursing director for the proposed RN-to-BSN program. This provision for a nursing leader is designed to provide stability and expertise from the onset of the proposed program. There is also provision for clerical support staff.
- * Under Support Services, there is provision for a nursing advisor Year 3 in the program because in Years 1 and 2, this service is provided for by UW-T. There is provision each year to augment the library holdings and electronic access needs to provide for quality in this proposed program and provide for the delivery of bachelors education at OC. There are small provisions in the budget plan to augment tutoring, retention, placement and financial aid services at OC during Years 2 and 3. These additional funds will provide learning support to Olympic College's RN-to-BSN student population.
- * Under Professional Development, there is a substantial education and travel provision in Year 1 for current Olympic College faculty to attend three graduate-level nursing education courses at

UW-T, focusing on teaching methods, learning style, evaluation, and curriculum development. Year 2 reflects a provision for OC faculty stipends to develop the RN-to-BSN curriculum and; starting Year 3, there is a \$5000 annual provision for continued OC faculty development. Year 1 and 2 there is also budgetary provision to facilitate a joint UW-T and OC nursing faculty retreat, thus continuing the opportunity to facilitate collegial and professional relationships in nursing education between the two institutions.

- * Under Supplies, Services, and Equipment there is provision to augment nursing curriculum with supplies and equipment necessary for quality nursing education. This equipment may include items to support extensive physical assessment of clients and populations.

The working draft of the *Memorandum of Understanding* between the University of Washington-Tacoma and Olympic College is pending signatures but is available at this website:

http://www.olympic.edu/NR/rdonlyres/A9005D50-56BD-407F-8278-12C7FA2DA849/0/UWT_OCMOU.doc

It is the proposed plan to support existing and new Olympic College nursing faculty in seeking further graduate education in the area of teaching nursing and curriculum development, as mentioned earlier in this document. During Year 2 of the proposal, UW-T would deliver the first year of the UW-T RN-to-BSN part-time program while Olympic College delivers the required co-requisite coursework.

Olympic College is also honored to have Dr. Sharon Fought, UW-T Interim Nursing Director, testify as a program expert for Olympic College's proposed RN-to-BSN program on March 6, 2006. Dr. Fought's contact information is listed below.

Dr. Sharon Fought, RN, PhD
Interim Program Director, Nursing
University of Washington-Tacoma
1900 Commerce Street, Box 358421
Tacoma, WA 98402-3100
(253) 692-4470
sgfought@u.washington.edu

Thank you again for this opportunity to provide supplemental information in response to the questions raised by the evaluation committee. We feel our proposal addresses the need for increased baccalaureate capacity (nursing was identified as a priority in the legislation narrative) that the legislature, enabling these pilot CTC baccalaureate degrees, was intended to meet.

- Nud (or BSN) v ADN
- Why not U Ctrs?
AM program is at Foul-bu, community wanted us to do
- Faculty salaries?
RM - will have to work w/ union
- Clinicals available?
912 - clinicals will be diff than ADN, focus on community health of tribes
more prog planning w/ union
- Site stem at OC?
912 - the program, OC faculty will be involved

Olympic College

| | |
|---|---|
| Principle: <i>Service to Placebound Students:</i> | |
| Criteria 1.A | Standards |
| Program fills a gap in options available for students because it is not offered by a public four-year institution of higher education in the college's geographic area. | Requirement: No public baccalaureate institution offers degrees like this one serving the placebound graduates of relevant applied associate degree programs in the college's geographic area. |

Good – no degree in area for placebound students

| | |
|--|---|
| Principle: <i>Service to Placebound Students:</i> | |
| Criteria 1.B | Standards |
| Demonstrate demand for the proposed program from a sufficient number of students within its service area to make the program cost-effective and feasible to operate. | Requirement: Provide evidence that the number of students graduating from relevant applied associate degree programs in the catchment-area result in sufficient students going on for the BAS each year to match the planned junior year FTE request |

Good – enough student demand

| | |
|--|--|
| Principle: <i>Service to Placebound Students:</i> | |
| Criteria 1.C | Standards |
| If applicable, has a plan for program articulation with nearby colleges. | Requirement: Indicate why articulation is or is not applicable. If applicable, describe articulation plans and the number of student expected from nearby colleges. |

Okay – Peninsula and Grays Harbor

| | |
|--|---|
| Principle: <i>Part of Workforce Mission</i> | |
| Criteria 2.A | Standards |
| The college can demonstrate that employers demand the level of technical training proposed within the program, making it cost-effective for students to seek the degree. | Requirement: Based on the data sources described document either that statewide demand in the proposed occupational area substantially exceeds current statewide supply, or local demand substantially exceeds local supply. |

Good – significant job gap in region and state

| | |
|--|---|
| Principle: Part of Workforce Mission | |
| Criteria 2.B | Standards |
| Has a plan for development of the curriculum that represents a level of rigor and knowledge above the level of the related applied associate degree. | Requirement: Describe the curriculum (both the portion expected from the applied associate level and the portions at the upper division level).substantially exceeds local supply. |

Good – UWT relationship, good general education program

| | |
|--|---|
| Principle: Capacity & Sustainability | |
| Criteria 3.A | Standards |
| Demonstrates the capacity to make a long-term commitment of resources to build and sustain a high quality program. | Requirement: Provide a financial plan (costs, expenditures and revenue streams to support the proposal) and a description of adequacy of facilities, equipment and other instructional resources required by the bachelor's program. |

OK – still concern that the \$54,000 a year is less than needed in the budget for tenure track faculty positions

| | |
|--|---|
| Principle: Capacity & Sustainability | |
| Criteria 3.B | Standards |
| Has analyzed the faculty/staff needed, the education and professional experience qualification of faculty members relative to teaching assignments and anticipated sources of qualified faculty and staff. | Requirement: What kind of staff needed |

OK – better to explain more about the Poulsbo site and breadth of faculty in that location

| | |
|--|--|
| Principle: Capacity & Sustainability | |
| Criteria 3.C | Standards |
| Has or can readily engage faculty appropriately qualified to develop and deliver a high quality curriculum at the baccalaureate level. | Requirement: by fall 2007, the current faculty reassigned to the program, plus the faculty hired using the new FTE funding, will have the background consistent with the above analysis plus recent work experience in the field (minimum of two years at a job appropriate for those with at least the bachelor's degree). |

Good – strong faculty development plan. One concern about ability to keep nursing faculty long-term.

| | |
|--|-----------------------------------|
| Principle: Maintain 2-Year Focus | |
| Criteria 4.A | Standards |
| Has an adequate and appropriate student services plan. | Requirement: Describe plan |

Good plan

| | |
|---|-----------------------------------|
| Principle: Maintain 2-Year Focus | |
| Criteria 4.B | Standards |
| Has a plan for the assessment of student achievement and program assessment at the bachelor's level built upon a track record of effective assessment of the associate degrees. | Requirement: Describe plan |

Good - assessment plan related to program goals

| | |
|--|--|
| Principle: Open Door | |
| Criteria 5.A | Standards |
| Has a plan for selective admissions processes, if used for the bachelor's program, consistent with an open door institution. | Requirement: Describe admissions approach |

Good–Clear approach, should result in diversity similar to ADN

David - why not U Ctr proposal - curric dir? Faculty sal
*Termi- data re need for BSN's v RN's
Linda - tenure-track position? Family salary
Paula - clinical

Proposal to Pilot a CTC Bachelor's Degree

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

College: **Olympic College** Date: **January 17, 2006**

Contact: **Ellen F. Wirtz, RN, MN**
Associate Dean of Healthcare Programs
1600 Chester Avenue
Bremerton, WA 98337-1699
(360) 394-2760
ewirtz@oc.ctc.edu

Proposed Bachelor's Title: **Bachelor of Science in Nursing**

Primary Related Associate Degree(s) or,
if any, certificate with a pathway directly to the BAS: **Associate Degree in Nursing**

AAS-T or ATA Title: **Associate in Technical Arts: Nursing**

2004-05 Degree Graduates: **54 – This number will increase to 65 -80 in 2006-07 due to the addition of 25 new slots in 2005-06**

Number of Junior FTE requested for 2007-08: **20**

Junior student headcount expected 2007-08: **20 – 40 depending on full-time/part-time mix**

Number of Upper Division FTE requested for 2008-09: **40**

Content Experts: Provide complete contact information.

Industry

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Similar Bachelor's Degree

Dr. Jean Wortock, PhD, ARNP, MSN
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wortock.jean@spcollege.edu



Dr. David Mitchell, President

17 January 2006

Date

**Brief Description and Responses to Criteria
Proposal to Pilot a CTC Bachelor's Degree
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**

College: **Olympic College** Date: **January 17, 2006**

Proposed Bachelor's Title: **Bachelor of Science Degree in Nursing (BSN)**

Olympic College is located in Kitsap County, the second most densely populated county in the State of Washington (<http://www.ofm.wa.gov/census2000/pl/maps/map03.htm>). Our service area encompasses two counties, Kitsap and Mason, which are geographically isolated and have no public institution offering baccalaureate degrees in Nursing. Because of this isolation, the primary hospital in Kitsap County, Harrison Medical Center, has over seventy (70) open nursing positions. Many of these positions require candidates with bachelor's degrees in nursing (<http://www.harrisonhospital.org/hr/joblist.php#anchor2>). The population of this area is expected to grow from 300,000 to 500,000 in the next ten (10) years. Clearly, local access to baccalaureate degrees in nursing will be necessary in order to meet the increased demand for a highly educated nursing workforce in the Olympic College service area.

Brief Description of the Expected Outcomes - Please describe the expected outcomes for students and employers as a result of offering the proposed pilot bachelor's degree.

Students: RN to Baccalaureate (BSN) programs provide an efficient bridge for ADN prepared nurses to develop stronger clinical reasoning and analytical skills. These enhanced skills will allow for career advancement opportunities. RN to BSN programs allow students to:

- build on initial nursing preparation with course work to enhance professional development
- prepare for a broader scope of practice (community health, leadership, research)
- provide a better understanding of the cultural, political, economic and social issues that affect clients and influence care delivery
- contribute to their community's institutions and to the health of community members through enhanced ability
- broaden employment opportunities
- bridge to Master's level education

These are critical concerns since health care is experiencing such rapid change. In 2008, Olympic College expects to graduate 90% of the full-time students admitted in 2007 to the RN-to-BSN program. In 2009, Olympic College expects to graduate 90% of the part-time students admitted to the program in 2007.

Employers: BSN credentials are growing in importance since many professional practice settings, including Magnet hospitals and academic health care centers, prefer or require baccalaureate degrees for specific primary roles. Enrollment in RN to BSN programs are increasing in response to calls for a more highly education nursing workforce. From 2003 to 2004, enrollments have increased overall by 6.2%, marking the second year of RN to BSN

Why not U Ctr option

student enrollment increases (American Association of Colleges of Nursing, 2005). The benefits to employers are:

- registered nurses with clinical reasoning and analytical skills that will allow a broader scope of practice
- enhancement of the health care delivery to clients and communities that employers serve
- professionals with enhanced leadership skills
- an increase in the number of nurses educated in the issues surrounding public health
- professionals educated in research theories leading to evidence-based practice

It is envisioned that the RN-to-BSN program graduates will serve the employer needs on the Olympic Peninsula, specifically in Kitsap, Clallam, Jefferson, and Mason counties. There are a multitude of health care providers that could employ baccalaureate prepared nurses. In the Olympic WDC area alone there are over 40 employers represented. Nurses with this degree fill a wide variety of positions including nursing specialties, and nursing leadership and management positions in many types of health care settings.

The program and student outcomes listed at the following link identify critical components of the RN-to-BSN program. These outcomes include critical thinking, community health nursing, research, and leadership based on higher levels of thinking. Achieving these outcomes will provide knowledgeable, competent, professional nurses that uphold the standards of the profession and provide quality nursing care. Please see the link at <http://www.olympic.edu/NR/rdonlyres/AC2680D0-CF22-4082-8EB0-9D756F53CB1D/0/Outcomes.doc> for the program and educational outcomes planned for this degree.

| | |
|---|---|
| Principle: Service to Placebound Students: Locally offered applied bachelor's degrees are intended primarily to serve students from the college's catchment-area not otherwise served by existing public baccalaureate degree programs due to factors such as distance, cost, enrollment limitations or major. | |
| Criteria 1.A | Standards |
| Program fills a gap in options available for students because it is not offered by a public four-year institution of higher education in the college's geographic area. | Requirement: Provide evidence that no public baccalaureate institution offers or has submitted a pending Notice of Intent (NOI) to offer this degree or related degrees serving the placebound graduates of relevant applied associate degree programs in the college's geographic area. For a stronger proposal: Additionally, provide evidence that no public baccalaureate institution offers degrees serving the graduates of relevant applied associate degree programs in the region (broader than college's catchment-area) or state. |

Olympic College is located on the Olympic Peninsula. Due to its location, it has several geographical, economic, and time-bound barriers to baccalaureate nursing educational opportunities. The University of Washington – Tacoma, which is an excellent RN-to-BSN completion program is located approximately 55 miles from Olympic College – Poulsbo, the current location of the ADN program. Significant barriers make accessing the UW-T program very difficult. They are:

- **TRAFFIC** – related to the Tacoma Narrows Bridge congestion and construction delays compounded with the Highway 16 corridor expansion project slated to continue through 2009.
- **TIME** – in commute hours, one and one half to two hours without traffic.
- **DISTANCE** – From Port Angeles the commute to UW-T is approximately 100 miles; from Bremerton – approximately 35 miles, and in Gig Harbor – approximately 10 miles.
- **ECONOMIC HARDSHIPS** – related to increased gasoline prices and bridge tolls. The bridge tolls start in April 2007 at \$3.00 per roundtrip and will increase ever few years to a proposed maximum of \$7.00 per round trip. The economic barrier is especially significant to the Gig Harbor/Port Orchard student that has been commuting to UW-T.

Only two students from the Olympic College service area sought admission to the UW-T RN-to-BSN program in 2005. This data suggests that the barriers listed are already significantly impacting the educational opportunities of Olympic Peninsula nursing students. The Gig Harbor community is growing at a tremendous rate in business openings, office spaces, hospital and health care clinics in anticipation of citizens not going over the Tacoma Narrows Bridge for goods in services in Tacoma. It is logical that this will apply to educational services as well. This will lead to increased need and employment opportunities for BSN graduates on the west side of the Tacoma Narrows Bridge.

Recognizing the leadership and quality the UW-T RN-to-BSN nursing program has provided over the past years, Olympic College hopes to learn, collaborate, and/or partner with UW-T's nursing program to provide quality education on the Olympic Peninsula with increased access for students who have the dream to seek BSN education but are unable to due to the significant barriers listed above.

Old Dominion University, a private four-year institution, has offered BSN preparation since 1998. To present, only 10 graduates of the Olympic College ADN program have enrolled. The Old Dominion program is exclusively on-line and by distance through one-way video. These delivery methods have not served the educational needs of most students, especially those who have challenges with these delivery methods. No nursing faculty is locally available to the student which is a distinct disadvantage.

Olympic College values the nursing articulation plan developed by the Council for Nursing Education in Washington State (CNEWS). We will do our utmost to adhere to the quality nursing education outlined in the plan and to seek the expertise of the CNEWS members to provide quality baccalaureate nursing education in the Olympic Peninsula region.

In August of 2004, Olympic College commissioned Washington State University to conduct a survey aimed at quantifying the community's interest for higher education. The survey consisted of telephone interviews of 482 people in Kitsap and North Mason counties. The survey results were compiled in a report entitled *Unmet Demand for Higher Education in Kitsap and North Mason Counties* and indicated that 91% of the respondents believe there should be a public college in Kitsap County offering 4-year bachelor's degree programs (Strongly agree: 75%; Somewhat Agree: 17%). The survey also asked whether Olympic College should offer 4-year programs. The response was favorable with 89% of the participants indicating that OC should offer bachelor's degrees (Strongly Agree: 69%, Somewhat Agree: 20%) In addition, many of the participants who indicated that they would be interested in a BS or BS degree were specifically interested in a medically-related field. Furthermore, data indicates that Olympic College has one of the lowest transfer rates, (38% compared with 52% statewide average). Geographic isolation is thought to be one of the primary reasons. (Kitsap Sun Sept. 2004).

| Principle: Service to Placebound Students: | |
|--|--|
| Criteria 1.B | Standards |
| Demonstrate demand for the proposed program from a sufficient number of students within its service area to make the program cost-effective and feasible to operate. | <p>Requirement: Provide evidence that the number of students graduating from relevant applied associate degree programs in the catchment-area result in sufficient students going on for the BAS each year to match the planned junior year FTE request. Currently about 10% of applied associate degree graduates transfer (with considerable variation by field of study). National data indicate that the transfer rate could be as high as 30% if pathways were available to match student interests.</p> <p>For a stronger proposal: Additionally, provide evidence of student demand from multiple sources. Examples of other evidence include transfer trends for similar applied associate degree programs elsewhere; demand in excess of opportunity to enroll in related traditional bachelor's programs; changes in industry requirements such that upgrading the bachelor's will be necessary.</p> |

This proposal seeks to address the demand in excess of opportunity to enroll in baccalaureate nursing education. According to the American Association of Colleges of Nursing's (AACN) report on *2004-2005 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing*, nursing schools turned away 32,797 qualified applicants from baccalaureate and graduate nursing programs in 2004 due to an insufficient number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints.

The Olympic Health Care Alliance (OHCA) is a local health care skills panel comprised of representatives from all healthcare agencies in Clallam, Kitsap, and Jefferson counties (<http://www.practiceinparadise.org>). In November of 2005, OHCA surveyed currently employed RNs to assess their interest in earning a BSN degree. Of the 112 employed respondents, 92 RNs

(82%) indicated interest in a locally offered RN-to-BSN program. The survey also revealed several other factors; e.g., these respondents preferred evening and weekend classes supplemented by on-line courses, they indicated career advancement was the main reason for seeking BSN education; and the primary reason they had not considered enrolling in existing RN-to-BSN programs was the lack of a local program that allowed them to work and attend classes without a long commute. Raw data from this survey is available upon request.

In addition to the civilian population served by Olympic College, Kitsap County is home to a number of military students as well. The Naval Regional Hospital is located in Bremerton not far from the Olympic College campus. It is envisioned corpsman will also be interested in pursuing an RN-to-BSN degree as a bachelor's degree is required to become a commissioned officer.

The Olympic College ADN program typically graduates approximately 45 students per year. It has successfully done this for almost 50 years. In September 2005, Olympic College received funding to expand the ADN program by 25 FTE. This allowed a cohort of 70 students to be admitted to the first year class rather than the typical 45. This was done in an effort to increase access to students desiring an ADN degree. We plan to admit another 70 students in Fall of 2006 as well. This increase has the potential to add additional students to a BSN degree program. (Olympic also offers a Transition to Associate Degree Nurse program taking LPNs to the associate degree completion). The following chart depicts the anticipated distribution of admission slots:

| STUDENT | NUMBER |
|---|--------|
| OC ADN graduates within last 2 years | 10 |
| OC ADN graduates exiting more than 2 years previous | 18 |
| Peninsula or other CTC graduates | 5 |
| Military (Corpsman to ADN-BSN) | 2 |

How #s derived?

| Principle: Service to Placebound Students: | |
|--|--|
| Criteria 1.C | Standards |
| If applicable, has a plan for program articulation with nearby colleges. | Requirement: Indicate why articulation is or is not applicable. If applicable, describe articulation plans and the number of student expected from nearby colleges. |

Olympic College plans to develop an articulation agreement with Peninsula College and reserve at least five slots for students from that institution. We have a recent history of collaboration with Peninsula College on a number of education initiatives. We recently submitted a joint notice of intent and are beginning to implement a joint Physical Therapist Assistant program. We are planning for a regional joint radiology technology program between Peninsula, Olympic, and Tacoma Community Colleges. We plan to meet with the nursing program officials at

Peninsula within the next month to begin developing the agreement to provide BSN slots and articulate Peninsula students.

To provide a seamless pathway from ADN to BSN to MSN, Olympic College plans to form articulation agreements with all Masters in Nursing degree-conferring institutions in the region; including the University of Washington-Tacoma, University of Washington-Bothell, University of Washington-Seattle, Pacific Lutheran University, Seattle University, and Seattle Pacific University. These articulation agreements will be completed during the planning year. This would potentially increase the number of students seeking Master's degrees. While this would increase the number of students entering and completing masters programs, it would also have a positive effect on the number of qualified nursing professionals eligible to become nurse educators. The shortage of nurse educators is one of the factors limiting the number of admissions to current ADN and BSN programs.

| | |
|---|--|
| Principle: Part of Workforce Mission: Applied bachelor's degrees are an extension of the workforce education mission of community and technical colleges, and a response to the increasing skill requirements of employers in occupations for which community and technical colleges have traditionally provided education and training. | |
| Criteria 2.A | Standards |
| The college can demonstrate that employers demand the level of technical training proposed within the program, making it cost-effective for students to seek the degree. | <p>Requirement: Based on the data sources described (see Appendix employer demand. data sources), document either that statewide demand in the proposed occupational area substantially exceeds current statewide supply, or local demand substantially exceeds local supply.</p> <p>For a stronger proposal: Document a supply-demand gap at both the state level and in the local region.</p> |

needs data (from NOI)

The Olympic Health Care Alliance (OHCA) (see link above in 1.B) strongly supports the addition of RN-to-BSN education at Olympic College. Serving Clallam, Jefferson, and Kitsap counties in Washington State, the OHCA has over 60 members representing over 40 organizations in the health care and allied service fields. OHCA, along with all the acute care facilities' administrators and/or directors of patient care services provided their written support for this proposal.

student survey data: sfs want evening/weekend program? clinical capacity?

Copies of support letters are available at the following link:

<http://www.olympic.edu/Students/AcadDivDept/MESH/HealthOccupations/Nursing/BSN.htm>

Supporters include: Harrison Medical Center, Naval Hospital, Bremerton; Forks Hospital, Forks; Olympic Medical Center, Port Angeles; Jefferson Healthcare, Port Townsend; Virginia Mason Clinic, Port Angeles; and Martha and Mary Health Services, Poulsbo. These health care facility respondents indicated their need for bachelors prepared nurses.

As a Regional Medical Center, Harrison Medical Center in Bremerton is striving to attract and retain professional nurses committed to nursing excellence, professional practice and evidence based practice. One major national designation that helps the facility demonstrate this to the community and to the staff is the Magnet recognition program through the American Nurse Credentialing Center (ANCC). To become a magnet facility, Harrison Medical Center must demonstrate their commitment to excellence in Nursing practice, their commitment to Nursing education and their promotion of nursing excellence at the bedside. One of the ways that they measure this is through the number of staff that are BSN or Masters-level prepared and how many of the nurses are certified in a certain specialty of nursing.

Currently, Harrison Medical Center has only about 39% of their nurses prepared at the BSN, or Master level and many of these are in leadership positions. Promoting professional practice and raising the level of quality at the bedside comes from increased educational levels of caregivers. Having a BSN program locally that the medical center can promote to the staff will help the Medical Center not only obtain Magnet status, but more importantly, increase the quality of nursing care provided to the community. The use and understanding of research is an integral part of the role of the nurse in Magnet organizations. It is important that nursing understand the basics of nursing research and participate in putting research into practice. The nurse with a BSN provides the background and depth of knowledge in research to apply these principles thus enhancing quality nursing care delivery to the community.

| Principle: Part of Workforce Mission: | |
|--|--|
| Criteria 2.B | Standards |
| Has a plan for development of the curriculum that represents a level of rigor and knowledge above the level of the related applied associate degree. | Requirement: Describe both the technical curriculum for the BAS and the general education component of the bachelor's degree (both the portion expected from the applied associate level and the portions at the upper division level). |

The RN-to-BSN program will build upon the Olympic College ADN program, described at the following link:

<http://www.olympic.edu/Students/AcadDivDept/MESH/HealthOccupations/Nursing/ADN/ADNprereq.htm>

The ADN program is a 121 quarter credit associates in technical arts degree with 72 nursing credits, 29 science credits, 10 credits in Social Sciences/Humanities, and 10 credits in general education (Mathematics and English).

Patterned after the RN-to-BSN curricular guidelines in Washington State Nursing Articulation Plan from the Council of Nursing Educators of Washington State (CNEWS) Articulation/Competency Project 2002, the following link lists the course work required for the completion of the Olympic College RN-to-BSN degree. The National League for Nursing Accrediting Commission (NLNAC) guidelines recommend most of the required credits in a

bachelor of nursing program be nursing credits. This program proposal closely adheres to the NLNAC requirements for nursing education. The NLNAC accredits the associate degree nursing program at Olympic College. NLNAC accreditation for the RN-to-BSN program will be sought during academic year 2008-09.

To provide a venue that meets the needs of working professionals, we envision a program that allows students the opportunity to attend evening and weekend classes. Some of the upper division general education courses may be offered on-line. The survey conducted by the OHCA indicated a desire to have on-ground classes supplemented by on-line classes. This was also borne out in the August 2004 survey completed by WSU for Olympic College that verified students desired both on ground and online courses in locally provided baccalaureate programs. Due to its central location in the county and easy freeway access, the bulk of the BSN classes will be offered at the Olympic College – Poulsbo campus. The part-time nature of the program will stretch out the time required to obtain the BSN; however, we feel this is an important need for working students. A full-time option will also be available for students wishing to complete the program at a faster pace.

The following credits are proposed for the RN-to-BSN degree:

- Ninety transfer credits will be accepted from the ADN (and includes nursing as well as general education electives).
- 40 nursing BSN credits (37 upper division nursing required credits, and 3 nursing elective credits)
- 10 general education/elective credits
- 40 advanced standing quarter credits for nursing licensure

explain credits

The proposed curriculum is found at the following link. The proposed part-time and full-time schedule options can also be found on this link. See link for curriculum at <http://www.olympic.edu/NR/rdonlyres/889B5DDB-5F92-4762-8FCF-BD74042825BC/0/ProposedRNtoBSNCurriculumandSchedule.doc>

Principle: Capacity & Sustainability: Colleges selected as pilots have a record of good use of human and financial resources, suggesting the likelihood of successful development and continuation of new curricular offerings.

| Criteria 3.A | Standards |
|--|--|
| Demonstrates the capacity to make a long-term commitment of resources to build and sustain a high quality program. | Requirement: Provide a financial plan for the degree program proposal, including a three year (FY 2008, 2009, and 2010) projection of all costs, expenditures and revenue streams to support the proposal (differentiating revenue from the new pilot FTE funding, employer contributions and any anticipated redistribution from existing funding) and a description of adequacy of facilities, equipment and other instructional resources required by the bachelor’s program. Also, document a |

| | |
|--|---|
| | history of financial stability that demonstrates the capacity to undertake and sustain new instructional initiatives. |
|--|---|

Olympic College has a history of financial stability as evidenced by healthy fund balances and low debt levels. The College has maintained a conservative approach to projecting revenues and expenditures each year allowing fund balances to build for the purpose of providing additional resources for new instructional initiatives. The College has implemented a process for strategic budgeting that allows new initiatives to be effectively funded. For example, the new Physical Therapist Assistant program will be housed in rented facilities until capital funding can be secured. Through the strategic budgeting process and unencumbered fund balances, ample resources are available to create a model Physical Therapist Assistant program.

The ADN program is located at the Poulsbo campus. This brand-new facility opened in January of 2004. It houses most of the health occupations programs. The spacious, high tech facility houses faculty and administrative offices, designated nursing classrooms, well equipped lab facility, and computer labs. Donors from the community have greatly enhanced the existing instructional equipment by providing nursing laboratory equipment and a simulated mannequin. It is anticipated this community support will continue for the BSN program.

The College has submitted a capital proposal for the building of a new dedicated Health Care facility. The College community – faculty, staff, and administrators – all support the enhancement of health care offerings targeted to meet the future needs of the county’s growing and in some cases, aging population. Identified needs include radiology technology, dental hygiene, dental assisting, surgical technology, mortuary science, polysomnography, electrocardiogram technology, and massage therapy, to name a few.

The proposed four year budget listing revenue and expenses can be found on the following page. The college will provide some administrative oversight through the Associate Dean for Health Care. BSN Program administrative management and oversight will be provided through a full time Director (who may also teach some BSN courses). Additional FTE faculty will also be hired - 1.0 FTE and increasing to 2.0 FTE in 2008. Other program support positions include office/clerical support, a dedicated educational nursing advisor; a health care librarian, and adjunct faculty (adjunct instruction and clinical field facilitators). Adequate funds are dedicated toward library resource enhancement (online databases and medical resources, etc.) and equipment as needed. During the planning year, a significant investment is directed toward curriculum development and program evaluation. Additional funding will be also allocated for career placement and student retention, tutoring, etc.

The Poulsbo campus has a small, adequate library. With the addition of the BSN program, we plan to enhance this library to specifically include holdings relative to nursing research, leadership, and community health. Olympic College currently employs an experienced medical librarian. Mr. Kent Mercer has been an outstanding resource for the current ADN students. An additional, full-time nursing librarian will ensure that students’ needs will be met.

**FOUR-YEAR BUDGET PROJECTION
CTC BACCALAUREATE**

Four Year Budget Projection

CTC Baccalaureate

| SFTEs | 20 2007-08 | 40 2008-09 | 40 2009-10 |
|--|-------------------|-------------------|-------------------|
| Institutional Support | \$32,698 | \$0 | \$0 |
| Tuition | 82,000 | 164,000 | 164,000 |
| State Funding | 126,000 | 252,000 | 252,000 |
| Start-up Grant | 0 | 0 | 0 |
| Donations - Equipment & Supplies | 25,000 | 0 | 0 |
| Student Fees | <u>500</u> | <u>1,000</u> | <u>1,000</u> |
| Revenue | \$ 266,198 | \$ 417,000 | \$ 417,000 |
| | | | |
| Operating Expenses | | | |
| Administrative Director - may also teach | \$ 81,600 | \$ 83,232 | \$ 84,897 |
| Faculty Salaries - baccalaureate faculty - <i>seems low</i> | 41,600 | 84,864 | 86,561 |
| Ed Advisor (Nursing) | 20,451 | 41,704 | 42,538 |
| Student Services Support (Financial Aid, Admissions, Etc.) - <i>low</i> | 2,000 | 5,000 | 5,000 |
| Library Faculty/medical specialty - current staff until year 2 | - | 35,700 | 36,414 |
| Office/Clerical Support - institution provides 50% | 17,655 | 18,891 | 20,213 |
| Faculty Curriculum Development Stipends | - | - | - |
| Baccalaureate Adjunct | 3,000 | 6,000 | 6,000 |
| Partner Baccalaureate Adjunct - <i>explain</i> | <u>20,000</u> | <u>10,000</u> | 10,000 |
| Benefits (at 30%) | <u>55,892</u> | <u>85,617</u> | <u>87,487</u> |
| Sub-total | 242,198 | 371,008 | 379,110 |
| Contracted Service (Curriculum Development) | - | 5,492 | 9,890 |
| Library Resource Enhancement | 10,000 | 15,000 | 15,000 |
| Supplies & Materials | 1,000 | 1,000 | 1,000 |
| Tutoring Support/Retention/Placement | - | - | - |
| Printing & Reproduction | 2,000 | 2,000 | 2,000 |
| Promotion and Marketing | 2,500 | 2,500 | 2,500 |
| Travel | 3,500 | 5,000 | 2,500 |
| Other expense--Accreditation travel | - | 9,000 | - |
| Other expense--Accreditation fees | - | 1,000 | - |
| Equipment | 5,000 | 5,000 | 5,000 |
| Total Expenses | <u>\$ 266,198</u> | <u>\$ 417,000</u> | <u>\$ 417,000</u> |
| | | | |
| Balance | 0 | 0 | 0 |
| OC In-kind: Phones, Computers, Supplies & Equipment (from Instructional Equipment) | \$2,000 | \$2,000 | \$2,000 |
| OC in-kind: 0.5 Clerical Support | 17,655 | 18,891 | 20,213 |
| OC In-kind: Library Resource Enhancement (from current Nursing funding) | - | - | - |
| Total In-kind | <u>\$19,655</u> | <u>\$20,891</u> | <u>\$22,213</u> |

no student fees?

seems low

explain

Principle: Capacity & Sustainability:

| Criteria 3.B | Standards |
|--|---|
| Has analyzed the faculty/staff needed, the education and professional experience qualification of faculty members relative to teaching assignments and anticipated sources of qualified faculty and staff. | Requirement: Describe the number and characteristics of staff and faculty needed for the components of the program (the major, general education courses and electives). For faculty, identify the highest level of education needed and describe other experience expectations. |

| Position | Characteristics/Experience | Number |
|---|---|---|
| General Ed/Elective faculty <i>what disciplines</i> | At least Master's level | Year one: 0.5 FTE Year two: 1 FTE |
| Nursing Faculty | At least Master's level with experience in BSN education | Year one: 0.5 FTE Year two: 1 to 2 FTE * |
| Library Faculty | At least Master's level with medical specialty | Year one: 0.5 FTE Year two: 1 FTE |
| Program Administration – Associate Dean for Health Care | At least Master's level – Doctorate preferred | 0.25 FTE – other funds (not reflected in this budget). |
| BSN Administrator * | At least Master's level - Doctorate preferred with BSN education experience | 1 FTE |
| Support Staff Clerical – Program Asst. | Associate Degree and one year experience | 1 FTE (.50 from this budget and .50 from other funds) Year one: 0.5 FTE Year two: 1 FTE |
| Educational Advisor/ Planner | Bachelor's Degree with one year academic advising experience. | 0.25 |
| Student Services Staff (admissions, financial aid, etc.) | Associates Degree and one year experience preferred | |
| Total Staff | | Year one: 4.75 Year two: 5.25 |

* After the planning year, the BSN administrator may be involved in instruction.

Faculty: It is envisioned the RN-to-BSN program will require the equivalent of one full-time faculty to teach during year one. During year two, this need will increase to the equivalent of two full-time faculty due to the added FTE. All of these faculty must have a minimum of a Masters in Nursing degree. Recruitment for nursing faculty is an on-going process to provide highly educated and quality nurse educators. Recruitment strategies include advertising in the Chronicle of Higher Education, on the web, in various nursing journals. We frequently conduct

adequacy of gen ed.

nation-wide searches for faculty which have netted a qualified applicant pool. Faculty will need to have specialty preparation in: community and family health nursing, leadership, research, and cross-cultural nursing. Olympic College's current nursing faculty include individuals interested in teaching in the RN-to-BSN program. Four adjunct faculty members have current experience teaching at a bachelor level, one adjunct faculty is prepared at the doctoral level, one faculty is in process of completing a doctoral program and Olympic College has four faculty members considering advanced graduate coursework.

In addition to the nursing faculty, the equivalent of one full-time library faculty with medical library specialty will be needed to provide leadership in ramping up the library resources during the planning year and beyond. The equivalent of one half-time general education faculty in year one will also be needed to provide coursework for the RN-to-BSN students. During the second year of the program, this will be increased to a full-time general education faculty.

Administrative staff: To meet NLNAC accreditation standards, the academic credentials of the nursing program administrator will include a Master's degree in Nursing and an earned doctorate from a regionally accredited institution. Additionally, this person must also have knowledge of and experience in BSN programs. The BSN program administrator will be involved at the beginning in the planning of the program including curriculum development, student advising, program promotion, and policy development.

Support Staff:

Clerical: One full-time equivalent program assistant will be hired to provide clerical support for the RN-to-BSN program.

Educational Advisor: One full-time equivalent educational advisor will be hired during the planning year to provide advising for perspective students, provide orientation, and help in the promotion of the RN-to-BSN program.

| | |
|--|--|
| Principle: Capacity & Sustainability: | |
| Criteria 3.C | Standards |
| Has or can readily engage faculty appropriately qualified to develop and deliver a high quality curriculum at the baccalaureate level. | <p>Requirement: Document that by fall 2007, the current faculty reassigned to the program, plus the faculty hired using the new FTE funding, will have the background consistent with the above analysis plus recent work experience in the field (minimum of two years at a job appropriate for those with at least the bachelor's degree). Faculty and administrators responsible for technical courses must meet certification requirements for professional-technical administrators and instructors FinalCertificationWACs2004.doc.</p> <p>For a stronger proposal: Additionally, document that faculty assigned to the program will have teaching experience in the field.</p> |

In order to maximize the existing resources in Washington State, Olympic College has extended the invitation to a number of Washington four-year institutions to affiliate with us in developing the RN-to-BSN program. These institutions include the University of Washington-Bothell, the University of Washington-Tacoma, and Washington State University-Spokane. Affiliation could include faculty consultation to develop curriculum, program and student outcomes assessment, sharing FTEs by utilizing existing on-line curriculum, and perhaps, joint faculty appointments. While affiliation demonstrates the collaborative effort of the proposed program by Olympic College, potential students in the area served by Olympic College desire a RN-to-BSN program delivered locally. It is the desire of Olympic College to serve the community's need. Olympic College is hopeful it will be able to partner with one of the four year schools to provide an on-line component as part of its RN-to-BSN offerings. It is understood it may be difficult to obtain the required faculty expertise to offer all upper division nursing coursework. By partnering with a school, such as Washington State University, Olympic College would share FTE through on-line courses or joint appointments.

Existing faculty in the ADN program meet and maintain current certification requirements for professional-technical instructors as required by the WAC. We intend to hire faculty with teaching experience in specialty nursing areas mentioned above.

Dr. Jean Wortock, Dean of the College of Nursing at St. Petersburg College in St. Petersburg, Florida recently led this two-year institution in the implementation of a RN-to-BSN program. The program at St. Petersburg College successfully received accreditation from NLNAC. Dr. Wortock is the program expert listed who will speak about the proposed program at Olympic College. Link to resumes/cvs:

Faculty from WSU dont no ltr of support

gen ed faculty vague

| | |
|---|---|
| <p>Principle: <i>Maintain 2-Year Focus:</i> Community and technical colleges will remain predominantly lower division institutions. The applied bachelor's degree will be an additional degree offered by community and technical colleges, and not viewed as the first step to a progressive conversion to a comprehensive baccalaureate institution.</p> | |
| <p>Criteria 4.A</p> | <p>Standards</p> |
| <p>Has an adequate and appropriate student services plan.</p> | <p>Requirement: Describe the services that will be needed by the students admitted to the applied bachelor's degree program and plans for providing those services. Include a description of the following items in the plan:</p> <ul style="list-style-type: none"> • Provision of financial aid services for students admitted to the program. • Effective academic advising that engages disciplinary expertise. • Retention strategies to enhance success of students in the program. <p>How to assist program graduates with placement</p> |

Advising and Retention: The proposal includes a position for a nursing advisor and retention coordinator. This is a specialized program that requires in-depth discipline specific knowledge. The position would work closely with advising and retention services within Student Services as well as working very closely with the nursing department, students, and faculty. The primary retention activities would be to ensure that program participants have been provided comprehensive assessment, orientation, advising and educational planning at the beginning of the program and that ongoing contact, intervention, follow-up, educational planning continues throughout the program. In addition, the advisor/retention coordinator would act as a liaison with counseling, financial aid, and other student support services to ensure that students received the assistance they needed.

Career Placement: Olympic College has a comprehensive Career Center and nursing advisors who assist students in placements. It is anticipated the majority of program students will be currently working professionals; however, the Career Center and/or the nursing advisors stand ready to assist students with career progression. The possibility of partnering with UW-Tacoma has been discussed for career assistance. Career and employment plans are developed based on the student's individual need and linked to employment opportunities listed with the Center or partnering agencies such as WorkSource. The Center's career and occupational on-line resources such as Access Washington, WorkSource, Workforce Explorer, and Olympic Health Care Alliance aid students with their on-line career and employment search. Employers can post their employment opportunities with the Center's on-line service which allows students to respond immediately to those positions listed with the Career Center. All services and resources are designed to connect students and employers in an effort to meet the business community's need for a well education and qualified workforce.

Financial Aid: Appropriate financial aid services would be provided to admitted students based on the conditional accreditation status through the Northwest Commission on Colleges and Universities. All financial aid available to junior and senior university/college students would be included under current Federal and State guidelines. Appropriate standards of satisfactory progress would be in place according to the same guidelines. Olympic College has an active Foundation that regularly recruits donors and disburses scholarship funds for nursing students. The Financial Aid Office will research all available aid resources including the Federal Nurse Reinvestment Act program.

Visit Student Services at <http://www.olympic.edu/Students/GettingStarted/>.

| | |
|---|--|
| Principle: Maintain 2-Year Focus | |
| Criteria 4.B | Standards |
| Has a plan for the assessment of student achievement and program assessment at the bachelor's level built upon a track record of effective assessment of the associate degrees. | Requirement: Describe methods for assessment of student achievement and program assessment for the related applied associate degrees and provide examples of how those assessments have been used to improve the program. Describe which parts of that assessment will be applied at the bachelor's levels and the plans for other assessments at that level. |

Olympic College is regionally accredited by the Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the United States Department of Education. The ADN program is accredited by the National League for Nursing Accreditation Commission and the Washington State Nursing Care Quality Assurance Commission (NCQAC). The associate degree nursing program at Olympic College has a long-standing history of successfully preparing nurses for the Kitsap Peninsula area and the State of Washington. The NLNAC accreditation visits in 1992 and 2000 awarded the associate degree nursing program at Olympic College full accreditation status. Olympic College will contact the NCQAC and initiate the process for BSN program approval upon State approval of this proposal.

Assessment is a vital component of our current ADN program as it will be with the BSN program. A systematic plan for the program of learning will include program and student outcomes evaluation. Baccalaureate students will complete a capstone project that includes a community assessment gathering research data, developing and implementing an intervention and evaluating the results. A program effectiveness plan based on NLN accreditation standards is available for view at

<http://www.olympic.edu/NR/rdonlyres/44FF4BDF-373F-4427-98ED-1F283EF03132/0/RNtoBSNProgramEvalTool.doc>.

The plan to assess student and program achievement closely models the criteria set forth by the NLNAC. The RN-to-BSN program at Olympic College plans to seek accreditation with NLNAC Spring Quarter 2008, the quarter the first proposed class completes the program.

Principle: Open Door:

Maintaining the open door mission of community and technical colleges is an important value and context for adding bachelor's degree program at some colleges.

| | |
|--|---|
| Principle: Open Door: Maintaining the open door mission of community and technical colleges is an important value and context for adding applied bachelor's degree programs at some colleges. | |
| Criteria 5.A | Standards |
| Has a plan for selective admissions processes, if used for the bachelor's program, consistent with an open door institution. | Requirement: Describe the program selection and admissions process (how this process relates to and supports the open door.) Also, describe efforts to assure that the CTC bachelor's degree program serves as diverse a population as enrolled in the relevant associate degree programs in terms of aspects of diversity important to the college community. |

Jan

Olympic College has always had an "open door" admissions policy. Olympic College Board of Trustees has identified diversity as one of their strategic goals. Student diversity is celebrated. Olympic College has an active Multicultural Center that sponsors many student activities and provides student support. We have a well-developed Access Services Department. Adaptive technology computer labs are available for students with special needs. Tutoring and developmental courses are available on all campuses. Olympic College recently developed a Diversity Assessment Plan that has served as a model for other community colleges in the state. Students from all walks of life and educational backgrounds are invited to attend Olympic College. General admission processes occur on a first-come, first-serve basis. The health occupations programs have additional application requirements that students are informed of in the catalog, during orientations, on the web, and in all publications. See Olympic College admissions process at <http://www.olympic.edu/Students/GettingStarted/Admissions/>

While there are additional admissions requirements for these programs, educational advising and support strategies are available throughout the admissions process and programs of learning to help students reach their goals.

The RN-to-BSN admission process is found at the following link:
<http://www.olympic.edu/NR/rdonlyres/DFC35863-93DF-4550-9B33-D1C9C90CA2FF/0/BSNADMISSIONGRADUATIONREQUIREMENTSJan1706.doc>

At this link you will find not only the admissions procedures but the course distribution and program requirements.

Summary:

Olympic College is delighted to have this opportunity to submit this proposal to implement a RN-to-BSN program. This proposal reflects an ongoing national movement to address student access to nursing education and two-year institutions offering RN-to-BSN education. Other colleges that can be consulted in order to develop this program include community colleges that have been approved to offer baccalaureate degrees, or current universities that were formerly community colleges originating these programs. Examples of community colleges with this expertise include: St. Petersburg College, Florida; Great Basin College, Nevada; and Dixie State College, Utah. Now the state of Washington is creatively and dynamically addressing access to nursing education and the provision of employees needed for high demand jobs. We thank you for the time and consideration you have given to this proposal. We look forward to presenting our proposal and answering any questions that may have developed about the proposal.

Patricia Cochran - involved with many years
need to shift to BSN

Students: Funding, what - strong on the agreement, all in one unit but
proposed has shifted. Using that - financial. Difficult.

Need for BSN in WA

FC - 2010 of 2011 opening up BSN. BSN preferred.

- have tuition with a student program. Goal to get low high.

Model of use is ~~the~~ approved F-11.

SE - already have a lot of information
last model - search engine made to be used

Placement, what what sets out the position

Faculty research

SE - very important. Not wanted about opening by faculty

Hand - final opening to others such as...

SE - final... of...

Many articles...

SE - we funding... with... what...

Program Outcomes – RN-to-BSN Program

Upon completion of this program, students will have

- 1) Enhanced critical thinking ability by an increase in score on the ERI Critical Thinking Exam when measured upon entry into the RN-to-BSN program and again at program completion.
- 2) Mastery level knowledge of the role of the baccalaureate nurse in each of the following areas on the Value Added Content Exam:
 - a. nursing care of families
 - b. community health
 - c. ethics as applied to nursing practice
 - d. multicultural competence
 - e. role as a user of nursing research and participant in data collection
 - f. leadership and management practices
- 3) At least 80 percent will have graduated with a baccalaureate degree in nursing, will have been retained in good academic standing, or will have left in good standing two years after the date of initial enrollment.
- 4) At least 90 percent of all graduates will be employed in the practice of nursing in roles reflective of the BSN degree, re-enrolled in further nursing education or serving in the military as a commissioned officer within six to nine months after graduation.
- 5) Within one year of graduation, a minimum of 75 percent of the respondents will report satisfaction with the level of Olympic College educational preparation for their practice role as BSN professional nurses.
- 6) The majority of service area employer respondents will report satisfaction with the knowledge, leadership skills and practice displayed by the majority of the RN-to-BSN program graduates at 12 months following graduation.
- 7) Within one year of graduation, the majority of graduate respondents will report participation in an activity demonstrating professional commitment to nursing such as membership in a professional nursing organization, serving on a health agency board or committee, or providing volunteer community service in a nursing related capacity.

general outcomes?

Educational Outcomes RN-to-BSN Program

Upon completion of this program, the student will

- 1) Expand the use of the nursing process to support and promote health as caregiver in diverse individuals, families, groups, and communities in a multicultural society. This goal will be achieved by building upon a synthesis of knowledge derived from the natural sciences, behavioral sciences, and the humanities with nursing knowledge as a basis for professional practice.
- 2) Expand the implementation of the nursing process as decision maker in a variety of settings involving health promotion activities and complex client situation. This process includes, but is not limited to, the evaluation of therapeutic interventions including advocacy by assessing the attainment of client outcomes and the resolution of identified actual and potential client problems.
- 3) Utilize effective oral and written communication, teaching/learning strategies, critical thinking, and decision making that are derived by accessing, retrieving and organizing

information acquired through various technological avenues when interacting professionally with individual, family, and community clients and providers in the health care system.

- 4) Apply appropriate management and leadership skills that promote quality care in meeting the health care needs of individuals, families, groups, and communities.
- 5) Evaluate research findings acquired through all reliable sources to determine its relevance and application to nursing practice and to support the implementation of interventions that are grounded in accurate evidence gleaned through peer-reviewed research.
- 6) Demonstrate accountability for decisions, actions, and outcomes relevant to evidence-based nursing practice that are rooted in ethical, legal, and professional standards.
- 7) Demonstrate a continued commitment to lifelong learning to promote personal and professional growth.
- 8) Apply family health nursing concepts by planning, implementing, and evaluating a holistic plan of care that reflects an understanding of the family's holistic health needs, community resources, relevant nursing research, and case management principles.
- 9) Incorporate community health nursing concepts by completing community assessment and planning strategies to enhance the health of the community.
- 10) Synthesize knowledge gained from all nursing courses in the RN-to-BSN program of study by preparing a final scholarly paper that: (a) identifies a critical health care issue, (b) explains the effect(s) of the health care issue on families, communities, and nursing, and (c) proposed and explains strategies for resolving the issue.

The underlined components of the expected student educational outcomes closely parallel the definitions included in baccalaureate nursing education from the Washington State Nursing Articulation Plan, from Council of Nursing Educators of Washington State (CNEWS) Articulation/Competency Project, (2002). p.8.

PROPOSED CURRICULUM

The Olympic College ADN program provides excellent introductory and professional coursework to prepare students for the RN-to-BSN degree. The ADN program includes college-level General Education classes including English Composition, Mathematics, Psychology, Anatomy and Physiology, Chemistry – general, organic, and biochemistry, Microbiology, and an additional Social Science or Humanities course. The total credit hours for this General Education coursework is 49 quarter credits. Upon completion of the Olympic College ADN program successful students demonstrate the ability to apply their skills and knowledge in teaching and learning, professional behaviors, therapeutic nursing interventions, critical thinking, and communication. A total of 72 nursing quarter credits is earned. The total quarter credits earned is 121.

The following credits are proposed for the RN-to-BSN degree:

- Ninety transfer credits will be accepted from undergraduate courses.
- 40 upper division nursing credits (including 37 required and 3 elective).
- 10 elective credits
- 40 advanced standing quarter credits for nursing licensure.

This curriculum meets or exceeds the RN to Baccalaureate degree component of Washington State Nursing Articulation Plan, from Council of Nursing Educators of Washington State (CNEWS) Articulation/Competency Project, (2002). p.7. This curriculum represents rigor and knowledge above the associate degree.

The course topics will address all traditional baccalaureate content areas; however, we intend to insure the curriculum address emerging and/or new nursing practice to meet the ever changing needs of healthcare. Traditional content areas will include, but not be limited to the areas listed in the table below. An expected credit level is also noted. Elective nursing courses may include topics such as: health policy, human health and environmental issues, leaning from data (statistics), business of healthcare, critical issues in global health, or health care over the human life span, etc.

| Upper Division Nursing/Gen Ed. Coursework | Expected Credits Earned |
|--|--------------------------------|
| Nursing Research | 3 |
| Collaborative Learning Seminar | 1 |
| Critical Analysis/Decision Making Related to Health Issues | 3 |
| Exploration of Nursing Care | 3 |
| Culturally Congruent Healthcare | 3 |
| Communication Theory and Practices | 3 |
| Nursing of the Family – Theory | 3 |
| Nurses in Family Health Care | 3 |
| Community Health Care Systems | 3 |
| Health Care in Community Settings | 3 |
| Nursing Ethics | 3 |
| Nursing Leadership | 6 |
| Nursing Elective | 3 |
| General Ed/Elective courses | 10 |
| TOTAL CREDITS | 50 |

In order to provide the flexibility required by working students, we propose a full-time schedule requiring four consecutive quarters (Summer through Spring) and a part-time schedule requiring two full years to complete the program (Summer of the first year through the Spring of the second year). The following is a proposed schedule for the two options.

PROPOSED SCHEDULE – FULL TIME

YEAR 1

| <u>SUMMER</u> | <u>FALL</u> | <u>WINTER</u> | <u>SPRING</u> |
|------------------|---------------|---------------|---------------|
| Nursing 3XX 3 | Nursing 3XX 3 | Nursing 4XX 3 | Nursing 4XX 6 |
| Nursing 4XX 1 | Nursing 4XX 3 | Nursing 4XX 3 | Nursing 4XX 3 |
| Elective 5 | Nursing 4XX 3 | Nursing 4XX 3 | Nursing 4XX 3 |
| Nursing Elec 3 | Nursing 4XX 3 | Elective 5 | |
| Total Credits 12 | 12 | 14 | 12 |

PROPOSED SCHEDULE – PART-TIME

YEAR 1

| <u>SUMMER</u> | <u>FALL</u> | <u>WINTER</u> | <u>SPRING</u> |
|-----------------|---------------|---------------|---------------|
| Elective 5 | Nursing 3XX 3 | Nursing 3XX 3 | Nursing 4XX 3 |
| | Nursing 4XX 3 | Nursing 4XX 3 | Nursing 4XX 3 |
| Total Credits 5 | 6 | 6 | 6 |

YEAR 2

| <u>SUMMER</u> | <u>FALL</u> | <u>WINTER</u> | <u>SPRING</u> |
|-----------------|---------------|---------------|---------------|
| Nursing Elec 3 | Nursing 4XX 3 | Nursing 4XX 3 | Nursing 4XX 6 |
| Nursing 4XX 3 | Elective 5 | Nursing 4XX 3 | Nursing 4XX 1 |
| Total Credits 6 | 8 | 6 | 7 |

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Bachelor of Science Nursing (RN to BSN)

Curriculum

The BSN curriculum has been designed to foster professional development of the student and to meet the following program goals.

Program Goals

- Communicate effectively in writing and speech.
- Promote communication between clients from diverse backgrounds.
- Demonstrate accountability and responsibility for professional development and practice within the legal and ethical framework of nursing, including awareness of limitations in knowledge and seeking opportunities to enhance competent practice.
- Demonstrate critical thinking, competent clinical reasoning and analytical skills necessary for safe quality nursing practice.
- Demonstrate cultural sensitivity in delivery of care.
- Empower individuals, families, and the community to develop positive health behaviors through health promotion and health education.
- Integrate methods of research process and findings in planning, implementing and evaluating care and in support of evidence based practice.
- Demonstrate the ability to positively adapt to the dynamic of change present in health care settings.
- Provide holistic health care that enhances a client's dignity and reflects a commitment to caring.
- Demonstrate leadership abilities and political skills to attain quality care for families, groups and community clients.

To support and document progress toward accomplishing these goals, each graduating student is required to submit a portfolio of work completed during the student's enrollment in the RN-BSN Program.

Opportunities are provided to allow students to develop professionally and meet the RN-BSN program outcomes:

Program/Student Outcomes

- Leadership
- Analytical Reasoning
- Community, Health and Wellness
- Professional Values/Role Development
- Scholarly Inquiry
- Communication

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Bachelor of Science

Nursing (RN to BSN)

Credits

| 180 Total Credits required for ADN to BSN Degree Requirements | |
|--|----|
| <u>General Education Credits</u> (total earned in ADN and/or BSN) | 65 |
| Nursing Credits in ADN | 35 |
| Nursing Credits for RN Licensure | 35 |
| <u>Upper Division Nursing Courses</u> | 35 |
| <u>Upper Division General Education Electives</u> | 10 |
| Total Credits 180 | |

ADN to BSN General Education Requirements

| | |
|---|---|
| <u>Foreign Language</u> | Two years in high school of the same foreign language or 10 credits of one language at the college level. ¹ |
| <u>Mathematics</u> | Requirement fulfilled by advanced math or statistics (with petition). |
| <u>Quantitative/Symbolic Reasoning</u> | 5 credits. Requirement fulfilled by statistics. |
| <u>Writing</u> | 15 credits. Must include 5 credits of English composition and 10 additional credits of writing-intensive coursework. ² |
| <u>Humanities</u> | 15 credits. College-level foreign language credits can be applied toward this requirement, and may be completed while in OC ADN to BSN program. |



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