

# **New Degree Program Proposal for a Bachelor of Science in Nursing, RNB Program**

Presented to the State Board for Community and Technical  
Colleges

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February 2014



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## FORM C

### COVER SHEET NEW DEGREE PROGRAM PROPOSAL

#### **Program Information**

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

**Institution Name:** Wenatchee Valley College

**Degree:** BS Nursing

**Level:** Bachelor

**Type:** Science

**CIP Code:** 51.3801

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Chief Academic Officer

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Date: February 28, 2014

Proposal criteria

Please respond to all 10 areas listed in proposal criteria Form D

## INTRODUCTION

In fall 2013, Wenatchee Valley College (WVC) submitted a Statement of Need for a Bachelor of Science in Nursing (BSN), registered nurse (RN) to baccalaureate program, to the State Board for Community and Technical Colleges (SBCTC). The college was granted permission to proceed with the new degree program proposal, which follows.

Today's healthcare arena is increasingly complex, with its high-tech focus in the hospital, its shift toward population-based health care management in the community, and the increasing influence of political and economic forces on all phases of healthcare. In order to meet these demands, nurses need to possess higher-level skills. A BSN degree provides the opportunity for RNs to gain the competencies necessary to excel in this more rigorous nursing environment. Specifically, nurses require a broader knowledge base to provide holistic care and integrate complex concepts, such as disease prevention, research, outcomes management, risk assessment, and quality improvement, into their practice.

A WVC registered nurse baccalaureate program (RNB) will offer students training in essential advanced technologies and provide a broader range of nursing competencies that integrate evidence-based clinical knowledge and research with effective communication and leadership skills. The degree program is directed towards professionals who already hold a Registered Nursing license to prepare them with additional skills in leadership, theory, research, informatics, and management of complex systems to succeed and be promoted within the nursing profession. BSN graduates will be qualified for supervisory jobs such as nurse managers and other leadership roles. The graduate of the BSN program is committed to life-long learning and professional growth. With a BSN degree, they will be qualified to pursue a master's degree that would prepare them for additional career advancement.

Only 29.6 percent of the nurses in North Central Washington hold a bachelor's degree or higher, as compared to the state average of 53.5 percent<sup>1</sup>. By offering the RNB, WVC will provide an avenue for nurses to advance in their careers, open opportunities that were not previously available to them and give nurses access to advanced education without having to leave their jobs and families. The Statement of Need documented both the overwhelming need and demand for an RNB program, which is supported by the region's healthcare employers, nurses and nursing students.

The curriculum has been designed to ensure baccalaureate-level rigor and is based on the required baccalaureate program elements of the nursing accrediting association, the American Association of Colleges in Nursing (CCNE). The proposal has been reviewed by

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<sup>1</sup> Skillman SM, Andrilla CHA, & Hart LG. (2007). *Washington State registered nurse supply and demand projections: 2006-2025*. Final Report #112. Seattle, WA: WWAMI Center for Health Workforce Studies, University of Washington

subject matter experts who have taught baccalaureate-level nursing programs, written baccalaureate-level curriculum and worked as nursing professionals.

The college board of trustees, administration and program faculty are committed to building a high-quality long-term program that will be successful. The following proposal provides essential details of the plan.

## **CURRICULUM**

### **RNB-BSN**

The Bachelor of Science in Nursing (BSN) is the only recognized baccalaureate degree for nurses. The degree provides academic courses, nursing theory and a strong applied core consisting of clinical courses.

In a native or transfer student BSN program, students typically study two years of general academic curriculum followed by two years of nursing theory and applied clinical courses. The student receives the BSN degree before he/she sits for the registered nurse examination.

In the Registered Nursing Baccalaureate (RNB) program, the student begins by completing an associate degree nursing (ADN) at a community or technical college. The ADN requires a minimum of one year of academic prerequisites, followed by two years of clinical and theory nursing courses. The graduate then sits for the registered nursing examination and may practice nursing. This is one of the critical differences between the two different pathways. In an RNB program, the student has already been awarded RN certification and may practice as a nurse while completing the bachelor's degree. The RNB student brings real-world, applied knowledge into the classroom. Having already completed all clinical competencies through the ADN, there is no clinical component in an RNB program, although there is generally fieldwork or research. The RNB degree provides approximately four quarters of academic and advanced nursing theory courses, culminating in a BSN.

### **MISSION AND PHILOSOPHY**

WVC developed a program mission and philosophy for the RNB program, distinct from the ADN program, which captures the higher level of knowledge and expertise gained in the new degree. However, the organizing framework and program learning outcomes of the proposed RNB program build on the existing mission and philosophy of the WVC Department of Nursing.

#### **Mission of the WVC RNB Program**

The Mission of the RN to BSN program in Nursing is to provide high quality, student-centered nursing education that builds on the prior experience, knowledge and skills of registered nurses. Graduates are prepared to think critically and address complex health issues in a multicultural and evolving world. The program helps meet the needs of the nursing profession and of society to improve health and health care delivery.

#### **Philosophy**

Nursing is a creative, caring, scientific and scholarly profession. Nursing focuses on utilizing a broad range of skills and knowledge to assist diverse individuals, families and populations within a community to achieve optimal health. Health is defined as a client's ability to reach optimal functioning within a psychological, biological, physical, spiritual and social environment.

Using a holistic as well as a scientific approach, nurses provide care in and across all healthcare environments.

As a provider of care, nurses use compassion, critical thinking, and effective communication and assessment skills to appropriately plan, implement and evaluate care. As accountable members of the interdisciplinary health care team, nurses design, manage and coordinate care. When formulating health care decisions, nurses incorporate associated ethics and patient advocacy that lead to overall improvement in client outcomes, the foundation of which is evidence-based practice. As responsible members of the profession, BSN graduates work to endorse agendas that support high quality and cost effective care and the advancement of the profession.

RN to BSN education prepares nurses with additional competencies regarding professional nursing leadership, management of complex systems, utilization of technology, and informatics, as well as values affirmation. BSN graduates practice as generalists who are committed to life-long learning, personal evaluation and influencing organizational change. While the responsibility of nursing faculty is to create an atmosphere conducive to learning, the final responsibility for learning rests with the student.

### **PROGRAM LEARNING OUTCOMES**

The program learning outcomes developed for the RN to BSN reflect the WVC RNB Mission and the Essentials of Baccalaureate Nursing for Professional Practice guidelines,<sup>2</sup> which state that graduates will be competent in Research and Scholarly Inquiry, Community and Public Health, Leadership, Health Information Technology, Professional Values and Role Development.

The Wenatchee Valley College RNB program will prepare graduates to:

1. Apply sound evidence-based approaches to provide high quality health care. (Research and Scholarly Inquiry)
2. Integrate clinical reasoning, assessment data and clinical skills to promote the health of communities and vulnerable populations across their lifespan and across the continuum of healthcare environments. (Community and Public Health)
3. Apply principles of leadership, systems theory to health care policy, regulation and finance to improve quality of health care. (Leadership)

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<sup>2</sup> <http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>

4. Utilize information systems and technological advances to maximize patient outcomes and patient safety. (Health Information Technology)
5. Integrate core nursing values of altruism, human dignity, autonomy and social justice into professional nursing practice. (Professional Values and Role Development)
6. Coordinate the delivery of healthcare services through effective professional communication, patient care technology and interdisciplinary collaboration. (Collaboration)

Graduates will demonstrate accomplishment of the program learning outcomes by successful completion of all course requirements, which will measure competencies in each learning area.

#### **PROGRAM EVALUATION CRITERIA AND PROCESS**

Assessment for the proposed RNB program is based on the comprehensive student achievement and program assessment processes used for all programs at WVC. Nursing program review occurs annually as required by the nursing accreditation commission, the Commission on Collegiate Nursing Education (CCNE), which provides a thorough assessment of every aspect of the program. It includes strategic planning; student headcount, full-time equivalent student (FTES) and schedule trend analysis; program enrollment data, including student-faculty ratios, analysis of full-time and part-time faculty ratios and other staffing indicators; student performance evaluation; evaluation of curriculum coherency and currency, including an evaluation by the workforce advisory committee; program viability, including employment placement data and market analysis; and analysis of student demographics, program costs and revenues, retention and advising, articulation agreements, course delivery methods, and other pertinent data.

Staff will annually evaluate the RNB program's effectiveness by collecting and analyzing trending data on student satisfaction, preparedness, and retention; faculty assessment of student preparedness; and effectiveness of courses to meet the program outcomes. Table I summarizes the assessment mechanisms that will be measured to make appropriate changes to the degree program, indicated by the data.

Industry will engage in recommendation and review of the curriculum and program elements through the nursing program advisory committee. The current advisory committee, which works with the associate-degree nursing program, will expand its scope to cover the baccalaureate degree. Committee members include representatives from local hospitals and labor. The advisory committee's role will be to advise the program on recommended curriculum improvements; help keep the program abreast of changes in the field; assist in student recruitment and placement; and make recommendations for other changes that will keep the program current.

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



education have assessed the overall curriculum and the courses to ensure rigor, consistency and quality.

**Table I: Program Assessment**

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

Survey of students enrolled in ADN program	<ul style="list-style-type: none"> <li>• Impact of RNB program on the quality of the ADN degree</li> <li>• Impact on faculty availability and support</li> <li>• Impact on institution &amp; program resources &amp; support</li> <li>• Impact on culture</li> </ul>
Survey of faculty teaching the ADN program	<ul style="list-style-type: none"> <li>• Impact of RNB program on the quality of the ADN degree</li> <li>• Impact on faculty availability and support</li> <li>• Impact on institution &amp; program resources &amp; support</li> <li>• Impact on culture</li> </ul>

### **COURSE PREPARATION FOR ADN-RNB**

The RNB degree is planned specifically for nurses who have completed an associate degree program in nursing (ADN) and who have passed the registered nurse licensure examination (RN) in Washington. The ADN curriculum contains one year of academic prerequisites and two years of clinical nursing curriculum, which builds a strong foundation for the RN-BSN program.

A unique benefit of the RN-BSN program, as opposed to traditional four-year nursing programs, is that before students can enter the RNB program, they have already demonstrated their knowledge and skill by passing the RN licensure examination, the National Council of State Boards of Nursing Licensure Examination (NCLEX-RN). This permits graduates to work as nurses and grow their body of knowledge and skill through hands-on practical application before they enter the program.

The minimum requirements to be accepted into the RNB program include:

- Associate degree in nursing from a regionally accredited institution with a cumulative GPA of at least 2.5 in all college coursework, including courses required for ADN
- Thirty-five credits of general education requirements (see Table II for distribution)
- Current unrestricted licensure as a registered nurse in Washington state<sup>3</sup>
- At least one year recent clinical experience as an RN preferred; Associate Degree Nursing clinical hours may be substituted for students applying directly from an ADN program

### **GENERAL EDUCATION COMPONENTS**

In a 2003 report, *Educational Levels of Hospital Nurses and Surgical Patient Mortality*, the authors suggest that a higher level of nursing education can improve patient outcomes and lower mortality rates.<sup>4</sup> One reason may be the inclusion of general education components included in a BSN program that can help students think more critically, solve problems more effectively and efficiently and communicate better with all the stakeholders in patient care. The WVC RNB program includes courses in research and evidence-based practice;

<sup>3</sup> Students in the final year of the ADN program may be provisionally admitted and accepted upon passing the NCLEX.

<sup>4</sup> Aiken, LH, et al., *Educational Levels of Hospital Nurses and Surgical Patient Mortality*. JAMA. 2003 Sept; 290(12): 1617-1623.

effective writing; policy development and leadership; interpersonal communications; economics, ethics and organizational change, which help to develop these important components of a liberal education.

The American Association of Colleges of Nursing (AACN) supports the importance of a liberal education. Based on input from stakeholders and research conducted by the National Institute of Medicine (IOM), they developed *The Essentials of Baccalaureate Education for Professional Nursing Practice*, which outlines the curricular elements necessary to prepare nurses for the 21<sup>st</sup> century. The nine essential elements delineate the expected outcomes for graduates of baccalaureate nursing programs. The first essential is “a solid base in liberal education provides the cornerstone for the practice and education of nurses.” All nine elements were incorporated into the courses developed for the WVC RNB program.

In addition to meeting the AACN curricular requirements, the RNB degree meets SBCTC requirements to include sixty general education credits in the subject areas identified in Table II. Thirty-five credits are met in the ADN program; the remaining twenty-five credits are met in the baccalaureate program. Table II shows the distribution of general education credits.

**Table II: General Education Requirements**

General Education Requirements in RNB Program			
Subject	Credits	Met in ADN degree	Met in baccalaureate
Communication Skills (Eng. Comp Required)	10	English 101 (5)	ENG 310 Professional Writing (5)
Quantitative Skills College level math	5	Math 146 Statistics (5)	
Humanities	10		PHIL& 365 Biomedical Ethics (5)
			One <b>lower division</b> humanities course may be transferred in or taken during the RNB program (5)
Social Science	10	Psych& 200 Life Span Psychology (5)	ECON& 315 Economics of Healthcare (5)
Natural Sciences (one lab and one life)	10	Biology 241 Human Anatomy & Physiology (5)	
		CHEM& 121 Intro to Chemistry (5)	
Other	15	Bio& 242 A&P II (5)	NURS 320 Nursing Research (5)

		Bio& 260, Microbiology (5)	
Total required	60	35	25

### BSN COURSE WORK

Wenatchee Valley College's RNB program is designed to accommodate the needs of working, place-bound students. Courses will be taught as a hybrid model; students will work online to complete most coursework and come to campus two days a month to meet with the instructor and their student colleagues. Lectures will be captured and available for online viewing. The faculty will use web-enhanced technology, combined with individualized attention, to focus learning on the most current trends and competencies necessary for professional growth and advancement. The curriculum will provide a strong scientific base of study with unique opportunities to work with vulnerable and underserved populations.

The RNB degree is composed of 187-192 credits, earned as follows:

- 90 credits – ADN degree
- 45 credits – RN licensure, Prior Learning Assessment based on passing NCLEX exam.
- 52-57 credits – RNB program
  - 20-25 credits general education (one humanities course may be transferred in or earned during the program)
  - 32 credits nursing courses.

All students will take the same curriculum. RNB students may choose to study full- or part-time. However, because many of the students will be working professionals with complicated family schedules, it is expected that many will choose to attend part-time. Students attending full-time would complete the degree in four quarters; part-time students could complete the degree in seven or more quarters, depending on the course load. Students will be required to take a minimum of one course every quarter. Whether a student attends full-time or part-time, the curriculum will be conducted over all four quarters of the year. The curriculum schedule shown in Table III is an example of how courses might be offered. If it becomes clear that students have difficulty attending during the summer, the schedule will be modified to accommodate student needs. However, the goal is to help students successfully achieve their degree in the least amount of time possible.

**Table III: Tentative Schedule for WVC RNB Study**

<b>Example: Full-time Student Schedule</b>			
<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>
Transition to Baccalaureate Nursing (5)	Nursing Research (5)	Policy, Leadership, and the Nursing Profession (5)	Humanities Elective, <i>if needed</i> (5)
Professional Writing (5)	Pathophysiology, Pharmacology and Health Assessment (5)	Community Based Nursing Care (5)	Biomedical Ethics (5)
Economics in Healthcare (5)	Organizational Change, Quality and Safety In Healthcare (5)	Community Health Practicum (2)	Leadership Practicum (1)
		Health Information Technology (3)	Capstone Project (1)
15 Credits	15 Credits	15 Credits	7-12 Credits
<b>Example: Part-time Student Schedule</b>			
<b>Fall - Year One</b>	<b>Winter - Year One</b>	<b>Spring - Year One</b>	<b>Summer - Year One</b>
Transition to Baccalaureate Nursing (5)	Nursing Research (5)	Policy, Leadership, and The Nursing Profession (5)	Biomedical Ethics (5)
Professional Writing (5)	Pathophysiology, Pharmacology and Health Assessment (5)	Health Information Technology (3)	Leadership Practicum (1)
10 Credits	10 Credits	8 Credits	Community Health Practicum (2)
			8 Credits
<b>Fall - Year Two</b>	<b>Winter - Year Two</b>	<b>Spring - Year Two</b>	
Economics in Healthcare (5)	Organizational Change, Quality and Safety In Healthcare (5)	Community Based Nursing Care (5)	
Humanities Elective, <i>if needed</i> (5)		Capstone (1)	
5-10 Credits	5 Credits	6 Credits	

The following table identifies the specific courses that will be taught in the RNB program. Course descriptions are shown in Appendix I.

**Table IV: RNB Courses**

<b>Nursing Courses</b>	<b>Credits</b>
NURS 301: Transition to Baccalaureate Nursing Practice	5
NURS 330: Policy, Leadership and the Nursing Profession	5
NURS 340: Organizational Change, Quality and Safety in Healthcare	5
NURSS 350 Pathophysiology, Pharmacology and Health Assessment	5
NURS 410: Health Information Technology	3
NURS 420: Nursing Care in the Community	5
NURS 422: Community Health Practicum	2
NURS 424 Leadership Practicum	1
NURS 490: Capstone Project	1

Total Nursing	32
<b>General Education Courses</b>	
ENG 310: Professional Writing	5
NURS 320: Nursing Research	5
PHIL& 365: Biomedical Ethics	5
ECON& 315: Economics in Healthcare	5
Humanities Elective, if needed	5
Total General Education	20-25
Total RN to BSN work	52-57

## QUALIFIED FACULTY

Wenatchee Valley College projects an enrollment of 25 Full-time Equivalent Students (FTES) during year 1 of the RNB program, with full capacity at 38 FTES and a total headcount of 55 achieved by 2016. One FTE faculty will be required to sustain the program in year one, which will grow to 1.3 FTE faculty by 2016.

In the past, the college has offered a Spring Start ADN cohort every other year in addition to the regular ADN fall start cohort, to expand the number of ADN nursing slots available in the district. Beginning spring 2014, this spring start cohort will be eliminated to release faculty for preparation for the new RNB program, so no additional faculty will be added to support the RNB program. The elimination of the spring start cohort in no way impacts the ongoing ADN program. It merely frees the college's current faculty to be able to prepare for and teach in the new baccalaureate program. Faculty teaching general education courses will teach the required upper division courses as part of their ongoing load, so no additional faculty will be required in areas outside nursing.

All faculty who will teach in the program hold a master's degree. Wenatchee Valley College is nationally accredited by the Accreditation Commission of Education in Nursing (ACEN), whose standards require faculty to hold a minimum of a master's degree in nursing. As previously mentioned, the baccalaureate program will seek accreditation from CCNE, which also sets the master's degree in nursing as the minimum criterion for faculty. All faculty teaching nursing courses maintain their required certification requirements as is necessary for all professional-technical faculty.

In addition to the identified faculty shown in Table V, the college will recruit and hire a full-time Ph.D. qualified nurse to administrate the new RNB program, as required by CCNE. The RNB administrator will report to the Dean of Allied Health and Nursing who has been in her position for 6 years. The RNB program director will be responsible for curriculum development, revision and implementation; advising students; program marketing; conducting articulation with the ADN program; participating in college governance; coordinating ongoing program assessment; initiating and maintaining program accreditation; budget management; day-to-day program management; and responding to student issues.

**Table V: Faculty Profiles**

Faculty Name	Area of Expertise	Status	Course(s)
TBD PhD, Nursing		FT	RNB Program Director
Gayle Carlson MSN RN	Mental Health Community Health	FT	Community Health Nursing Community Health Practicum
Gloria McGregor MSN RN	Medical Surgical Emergency Care	FT	Pathophysiology, Pharmacology and Health Assessment Policy and Leadership Organizational Change
Mary Wolcott MSN RN	Medical Surgical Emergency Care Leadership	FT	Nursing Research Organizational Change, Quality and Safety in Healthcare
Amy Shank	English	FT	Professional Writing
Linda Visser MSN RN	Medical Surgical OB, Leadership	FT	Leadership Practicum
Meleah Butruille MSN, RN	Medical Surgical Nursing Advanced Assessment	PT	Transition to Baccalaureate Practice Pathophysiology, Pharmacology and Health Assessment
TBD	Philosophy	PT	Biomedical Ethics
TBD	Economics	PT	Economics of Healthcare

## SELECTIVE ADMISSION PROCESS

In keeping with its mission to serve the educational and cultural needs of the communities and residents throughout its service area, WVC will employ minimum requirements for admission to the degree program that will help to ensure student success. Recruitment fairs will be held in hospitals, on Indian Reservations, and in rural health clinics throughout the college's region in an effort to recruit a diverse student population to serve the region's needs. The RNB Nursing Director will conduct open houses throughout the district to encourage a diverse applicant pool. In addition, the ADN program conducts school and career fairs in an effort to reach underserved populations, which should help to widen the diversity of the applicant pool. The Nursing Assistant (NAC) program has also begun an I-BEST program to provide language support for underserved populations. Since nursing assistant is an excellent pipeline to the nursing profession, this should help to encourage underserved populations to apply to the nursing program, as well.

Applicants will be required to complete a program application that demonstrates the following admission requirements. **All checklist items are equal in value and required for admission.**

- Associate degree in nursing from a regionally accredited institution with a cumulative GPA of at least 2.5 in all college coursework.
- Completion of thirty-five credits of general education requirements (see Table II for specific distribution).
- Unrestricted Washington State Registered Nurse license (applicants currently enrolled in a nursing program may be offered conditional admission, pending passage of the NCLEX and receiving RN licensure prior to start of the program).
- At least one year of recent clinical experience as an RN, preferred; Associate Degree Nursing clinical hours may be substituted for students applying directly from an ADN program.
- Current resume
- Successful completion of a background check
- One professional reference (academic or supervisor- within the last year)

**The 2.5 minimum GPA is a graduation requirement for most ADN programs in the state, so it will not be a hardship for anyone applying to the program to achieve this threshold. It will not impact returning or place-bound students, since everyone will have maintained at least this GPA throughout their earlier studies.**

**All students who meet the admission criteria by the priority admission date will be admitted on a first come, first served basis.** If there are more qualified applicants than available seats, students will be selected by the following criteria:

- 25% of the slots will be filled by those with the highest nursing GPA
- 25% of the slots will be filled by those with the most nursing experience
- 50% of the slots will be filled by lottery draw

Remaining applicants will be placed on a wait list. If additional seats become available, admission will be determined by lottery draw from the waitlist to allow for equal opportunity for all qualified applicants. **As for all allied health programs, the Allied Health planner will conduct admissions.**

## **STUDENT SERVICES**

Wenatchee Valley College (WVC) will provide strong academic support for its RN to BSN students to facilitate their success. The college projects that at least 75% of the RNB students will be working nurses. These students will be taking hybrid delivery classes and will be coming to campus twice a month for classes and, likely weekly, to access student services. Students will receive an orientation to online education and their progress will be closely monitored for any issues they might have with this style of education.

In order to ensure access to program advising, the RNB Nursing Director will be available during mandatory face-to-face theory days and will be available via email. The Director will



be the primary point of contact for the students before admission, through the program and into transition to master's degrees for those who wish to progress academically.

The Director and nursing faculty will work closely with all students in the RNB program to monitor their academic progress and ensure that each student stays on track. Each student will have a faculty advisor who will be able to guide the student with any academic assistance he/she might need.

WVC faculty is committed to the success of every student throughout the nursing program. To facilitate success, the department has a dedicated allied health educational planner who currently works with all allied health students and will expand to assist BSN students as well. The educational planner will provide educational planning and support services to prospective and current RNB students. Services include assistance with the application process and financial aid; help with selecting and registering for classes; offer RNB information sessions throughout the service district; and provide referrals to Student Services and experts across campus as needed. The primary advising responsibility will be the responsibility of the Director; however, the Allied Health planners will assist in the advising process. There are now three full-time Allied Health Planners to serve the needs of this new degree along with the other allied health programs.

As with all workforce programs, the RNB program will offer a nursing student handbook to all of its students. Among other things, the handbook will outline the rules and expectations and explain how students may get assistance when they need it.

**Library and Technology Services:** Support for nursing courses in the WVC libraries, in addition to the book, past periodical, and media collections, includes the following core resources: Ebrary, a collection of 75,000 electronic books. Includes the following sub-collections: Medicine (2,000 titles); Nursing and Allied Health (2,100 titles); Physical Sciences (2,200 titles); Life Sciences (2,800 titles). CREDO Reference (3,250,000 reference articles; 342,962 articles in medicine) and Magill's Medical Guide (online) (equal to five volumes or 3,500 pages). Relevant journal databases include CINAHL with Full Text; ProQuest Science Journals; AAAS Science Website (electronic journal sources); and PsycArticles. Overall, these databases provide students with 2,257 unique titles.

Just as print periodical funding has been moved to online journal access, print monograph funding has been moved to electronic books. This shift has increased the number and breadth of resources available as well as accessibility, as illustrated by the number of electronic journal titles available versus those in print: 2,257 versus twenty. All WVC students, whether in face-to-face or online courses, have access to all electronic resources. Besides providing broader access to information resources, the electronic resources are more current.

The library's study rooms can be reserved online, and two computer labs and plentiful wireless access support computer needs. WVC's Virtual Desktop service allows students to access their WVC desktop wherever they have internet access.

WVC has numerous services available electronically, including online registration, online tutoring, 24/7 access to librarians, extensive research databases suitable for baccalaureate-level research, degree audits and transcript requests. For face-to-face support, many services have evening and weekend hours available.

**Financial Aid:** The WVC Financial Aid Office assists students in finding and applying for financial assistance, including grants, work study opportunities, veteran benefits, scholarships and student loans. Programs available include: Federal Pell Grant, Federal Supplemental Education Opportunity Grant, Federal Direct Student Loans, Federal Direct Parent Loan to Undergraduate Students, Veteran Administration Benefits, Federal Work Study, Washington State Need Grant, Washington State Opportunity Grant, Washington State Work-Study Program, Wenatchee Valley College Institutional Grant, Wenatchee Valley College Tuition Waiver, Wenatchee Valley College Nursing Scholarships, and Wenatchee Valley College Tuition Payment Plan.

**The Wilson Simulation Lab:** The 3,600 square foot state-of-the art lab features the latest technology in simulation technology. The lab has four distinctly different learning areas or “pods”, three private patient care areas, eight hospital bed stations, 15 bedside computer-charting stations, and multiple manikins for students to practice skills and content application. Students may also reserve space in the lab to practice skills.

**Career Center:** The WVC Career Center can support RNB students with all aspects of the career development process, including resumé and cover letter reviews, interview preparation, job hunting strategies, and overall career and life planning targeted towards the student’s individual career goals.

**Child Care:** Through a partnership with WVC and Wenatchee School District affordable child care services are available to WVC students at the Westside Learning Center. The program provides quality, licensed childcare from one month to five years of age while their parents(s) attend class, study or work.

**Counseling:** Counselors provide academic, career and personal counseling. The services are free, voluntary and confidential for WVC students. Student services/counseling is dedicated to supporting students in their pursuit of academic and personal growth.

**Computer Labs:** The WVC Nursing program has 50 laptop computers available for in-class work. Additional computer labs and learning labs are available for students in Wenatchi Hall, Wells Hall and in the library.

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

**The Tutor Center and WriteLab:** Tutoring services are available free of charge to all currently enrolled students, regardless of number of credits. The goal of tutoring is to

provide supplemental instructional support that will enhance the educational experience at WVC. The WriteLab provides help to all WVC students who have writing assignments. The Tutor Center and WriteLab are available on campus, and the eTutoring service is available online 24x7.

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

## COMMITMENT TO A SUSTAINABLE HIGH-QUALITY PROGRAM

Although tuition will be set at the same level as bachelor's degree state-support programs, the RNB program will be funded as a self-support program. Tuition for 2013-14 is \$245.45 per credit. A five-year financial plan showing expenses and income is shown in Table VI.

Wenatchee Valley College is fully committed to build and sustain a successful BSN degree program. The college will provide financial support until the program is completely self-sufficient, which is expected by year two. As demonstrated in the Statement of Need, the health care community in the North Central Region is extremely supportive of the degree program. Hospital, clinics, nurses working in the field and WVC ADN nursing students are all anxious for the new program to begin as soon as possible. The college fully expects to achieve full enrollment of 38 FTES by year two.

The program will not need specialized classrooms for teaching. Funds have been allocated in the budget for IT equipment so that faculty may use web-enhanced technology that will capture lectures and allow students to review them online.

The BSN nursing director who will be hired for the new program will be responsible for advising RNB students as well as recruiting new students. The existing educational planner dedicated to working with Allied Health students will be sufficient to provide information to potential ADN students.

Although students already have access to baccalaureate-level resources through existing library channels (mentioned in Student Services section), additional resources will be dedicated to building robustness in the library's collection. Funds will permit acquisition of both permanent collection items as well as the addition of databases and periodicals.

A professional nursing curriculum consultant will be hired to assist nursing faculty with development of the new curriculum and conduct training, so that they will be well prepared to teach at the baccalaureate level. In addition, WVC is in discussion with the Bellevue College BSN nursing program to establish a faculty mentor program where faculty from RNB programs could meet annually and share best practices.

**Table VI: Five-Year Financial Plan**

<b>Estimated Program Expenses</b>						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Cost</b>	<b>(FY 14)</b>	<b>(FY 15)</b>	<b>(FY 16)</b>	<b>(FY 17)</b>	<b>(FY 18)</b>	<b>(FY 19)</b>
Director (1 FTE)	45,000	90,000	92,700	92,700	95,481	95,481
Full time faculty (1 FTE)		57,000	58,140	59,303	60,489	61,699
Part time faculty (.3 yr 2)			11,250	11,475	11,705	11,939
Curriculum Development Consultant	8,000	3,000				
Curriculum Development Stipends	10,000	3,000	1,000	1,000		
Benefits	9,350	35,100	37,325	37,561	38,105	38,350
Library	800	1,000	1,000	1,000	1,000	1,000
Goods and Services	2,000	4,000	3,000	3,000	3,000	3,000
Travel	1,000	1,000	1,000	1,000	1,000	1,000
Equipment		5,000	2,500	5,000		5,000
Faculty Professional Development		1,200	1,200	1,200	1,200	1,200
Baccalaureate CCNE Accreditation		6,800	2,500	2,500	2,500	2,500
<b>Total Costs</b>	<b>76,150</b>	<b>207,100</b>	<b>211,615</b>	<b>215,739</b>	<b>214,479</b>	<b>221,168</b>
<b>Estimated Program Income</b>						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Program Income</b>	<b>(FY 14)</b>	<b>(FY 15)</b>	<b>(FY 16)</b>	<b>(FY 17)</b>	<b>(FY 18)</b>	<b>(FY 19)</b>
FTES	-	25	38	38	38	38
Baccalaureate Tuition and Fees		7,512	7,737	7,737	7,969	7,969
Total Tuition and Fees		187,800	294,020	294,006	302,826	302,822
<b>Net income/loss</b>	<b>(76,150)</b>	<b>(19,300)</b>	<b>82,404</b>	<b>78,267</b>	<b>88,347</b>	<b>81,654</b>

**Budget Notes**

- Director position begins in July, Year 0; biennial salary increases
- FT Faculty - No new faculty will be added; 1 faculty position will be transferred from ADN to BSN budget
- PT Faculty - one section PT faculty will be added in year two to accommodate student FTE growth
- Faculty salaries assume annual 3% increase
- Library - Year 0 will purchase books; subsequent years will purchase periodical and data base resources
- Goods and Services and Travel includes cost for recruitment fairs and recruitment travel
- Professional Development amount designated by faculty contract
- 3% tuition increase assumed every other year

**PROGRAM SPECIFIC ACCREDITATION**

The WVC ADN degree program is fully accredited at the associate degree-level by the national nursing accreditation organization called the Accreditation Commission for Education in Nursing (ACEN). Its most recent accreditation site visit occurred in August

2012. After the BSN degree program is approved by the SBCTC and the college applies to the Northwest Commission on Colleges and Universities (NWCCU) for a substantive change to offer baccalaureate programs, it will seek BSN nursing accreditation with the Commission on Collegiate Nursing Education (CCNE). The college will then prepare its self-study and host a site visit after students have been enrolled for a full academic year. Accreditation is retroactive to the academic year of the site visit, so the college will plan for the visit to occur no later than the end of spring quarter of the first academic year. In this way, the first BSN students will graduate from a fully accredited program.

In addition to CCNE accreditation, the college will apply to the state of Washington Nursing Care Quality Assurance Commission (NCQAC) for approval to offer a BSN degree program.

## **POST BACCALAUREATE EDUCATION OPTIONS**

Graduates of the WVC BSN program will be well prepared to succeed in any master's degree nursing program. The closest colleges to the North Central Region offering a MSN program are Washington State University (programs in Spokane, Yakima and Tri-Cities) and Gonzaga University in Spokane. Western Governor's University offers a completely online MSN degree, which would allow place-bound students to complete their degree without having to travel out of the region.

## **EXTERNAL EXPERT EVALUATION**

Wenatchee Valley College has selected two nursing experts to evaluate the degree proposal and provide feedback. Each has extensive experience in BSN nursing curriculum and ADN to BSN programs. Their evaluations of the proposal are shown in Appendix II. Feedback from the experts was incorporated into the final document. A summary of changes made to the proposal follows the experts' brief biographies.

### **EXPERT EVALUATORS' BIOGRAPHIES**

Donna D. Ignatavicius, MS, RN, ANEF is an author and consultant and is the owner and president of DI Associates, Inc.([www.diassociates.com](http://www.diassociates.com)). Nationally recognized as an expert in nursing education and medical-surgical/gerontological nursing, Donna has a wealth of experience in education, clinical nursing, and administration. She has taught in PN, Diploma, AD, and BSN programs for many years.

Currently, Donna conducts local, regional, and national conferences and program consultation on such topics as curriculum transformation, active learning strategies, and evaluation methods.

Additionally, Donna is the author of a number of articles, chapters, and books, including her leading textbook, *Medical-Surgical Nursing: Patient-Centered Collaborative Care (6th ed.)*, co-authored with Linda Workman.

In 2007, Donna was inducted into the Academy of Nursing Education (ANEF) in recognition of her national contributions to the field of nursing education.

Debra Backus, Ph.D. RN, CNE, NEA-BC is a tenured professor and the director of three nursing programs at the State University of New York (SUNY) at Canton. She has over 35 years of nursing experience and over 10 years of college teaching experience. She was actively involved in the college's recent Middlestate accreditation, writing the self-study for the college's upcoming RN-BS ACEN accreditation visit and preparing the self-study of the PN nursing program for external assessment this spring. She has published and presented at several conferences on online learning.

#### **SUMMARY OF CHANGES MADE TO FINAL PROPOSAL**

Changes were made to the program learning outcomes to reflect recommendations from the reviewers, including reflecting a single competency in each outcome and some clarification in the language. Courses will be developed once the program is approved, which will include specific student learning outcomes and summative assessment.

Program review was changed from every three years to an annual review.

Several changes were made to the curriculum. The description of the general education requirements was clarified and a correction was made to the name and program designation for the English course.

A leadership course and pathophysiology course were added and more emphasis was placed on the quality component in the organizational change, quality and safety course.

Some course credits were changed to reflect evaluator's recommendations and make space for the additional courses, and one community practicum was changed to a leadership practicum. There are no clinical components in the baccalaureate program.

The admission process was clarified and now better reflects the community college mission of the open door.

Students will receive orientation for the online segment of their education, and their progress will be carefully monitored for any problems with the medium.

The budget was changed to more accurately reflect actual expenses. The faculty salary more clearly shows that the full-time position is only one section, and the budget for it was corrected.

## APPENDICES

### APPENDIX I – BSN COURSE DESCRIPTIONS

#### **NURS 301 Transition to Baccalaureate Nursing Practice – 5 credits**

Provide the conceptual background and skills for success in a baccalaureate nursing program and the professional nursing role. Course content will include essential; critical thinking, assessment and leadership skills at the BSN level as well as the relationship between research, theory and evidence based practice. Students will conduct a reflective analysis of life-long learning goals.

#### **NURS 320 Nursing Research – 5 credits**

Examines the nature of inquiry, basic research concepts, language and processes. Content and process will focus on how research contributes to the development of nursing knowledge, improves nursing practice and enhances professional development and accountability. Qualitative and quantitative research methods are compared. Students will critically appraise and interpret nursing research studies in order to enhance their understanding of the research process. Ethical and legal issues surrounding research will be explored. Examines the nature of inquiry, basic research concepts, language and processes.

#### **NURS 330 Policy, Leadership and the Nursing Profession – 5 credits**

This course includes in-depth study of local, state and national policies affecting the health of populations. Regulatory and legislative issues related to advanced practice nursing are also emphasized. The nurse's role in the legislative/political process will be examined.

#### **NURS 340 Organizational Change, Quality and Safety in Healthcare – 5 credits**

Examines and applies theories of organizational behavior, systems thinking, and leadership to quality improvement strategies that minimize errors and optimize positive clinical outcomes. Participation in selected patient safety and quality improvement initiatives provide opportunity to apply and evaluate the relevance of theoretical concepts to real-world health care challenges.

#### **NURS 350 Pathophysiology, Pharmacology and Health Assessment – 5 credits**

Provides a foundation in the pathophysiology of key disease processes, pharmacological therapies and essential assessment skills of the nursing process. Principles of pathophysiology and pharmacology are presented in an integrated manner to provide a basis for study of selected medications that are used to treat or manage diseases with an application to nursing practice and skills.

#### **NURS 410 Health Information Technology – 3 credits**

Explores health information systems and informatics concepts encountered in healthcare settings. Course content focuses on healthcare information technology, concepts, terminology and key health information systems and technology. Students will critically evaluate health information systems and their role in patient safety, safe medication

administration, maintaining patient privacy, data security, and efficacy of health care processes.

**NURS 420 Nursing Care in the Community – 5 credits**

Focuses on the role of the nurse in the community and populations health. Community Assessment tools will be introduced, as well as concepts of health promotions; disease prevention and risk reduction are included. Evidence-based practice for the health of groups, aggregate populations and communities on a local to global scale. Analysis of epidemiological, economic, socio-cultural, policy, and political issues that impact local, national and global health care delivery.

**NURS 422 Community Health Practicum – 2 credits**

Provides experience in community and public health nursing focusing on the application of public health and nursing principles in the care of individuals, families and populations in a variety of community settings.

**NURS 424 Leadership Practicum – 1 credit**

Provides experience in varied leadership and management settings, focusing on the application of relevant leadership and management principles in a variety of in-patient and out-patient community settings.

**NURS 490 Capstone Project - 1 credit**

The senior project is a purposeful collection and presentation of materials that communicate the student's academic and professional development throughout the RN to BSN program. The portfolio is designed to foster student empowerment through analysis and critique of one's own work and self-awareness through reflection and self-evaluation. It measures achievement of course and program outcomes.

**ENG 310 Professional Writing – 5 credits**

Analytical reasoning and writing relevant to nursing practice. Theories of decision-making and problem solving related to health problems and clinical situations. Focuses on the development of professional skills in research, design, and communication of technical information. Emphasis on communication with all healthcare stakeholders and clear and effective writing style in a variety of professional report formats. (Program outcomes)

**PHIL 365 Biomedical Ethics – 5 credits**

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

**ECON 315 Economics of Healthcare – 5 credits**

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



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

## **APPENDIX II - EVALUATION OF PROPOSAL BY FIELD EXPERTS**

### **MEMO**

**TO:** Jenny Capelo, Dean of Allied Health and Nursing, Wenatchee Valley College (WVC)

**FROM:** Donna D. Ignatavicius, MS, RN, ANEF

President, DI Associates, Inc.

National Nursing Education Consultant

**PURPOSE:** Review and make recommendations for the proposed WVC RNB program

Thank you for the opportunity to review this proposal for an RNB program at WVC. The proposed program will help fulfill the recommendation of the Institute of Medicine to have an 80% BSN-prepared workforce by 2020.

#### Curricular Framework and Program Learning Outcomes (PLOs)

The core curricular organizers (organizing framework) and PLOs of the proposed program flow from the mission and philosophy of WVC Department of Nursing. The core organizers reflect the *Essentials of Baccalaureate Nursing for Professional Practice*, and include:

- Research and Scholarly Inquiry
- Community and Population Health
- Leadership
- Health Information Technology
- Professional Values and Role Development
- Collaboration

When considering the 6 PLOs that measure each of these concepts, I propose several suggestions to improve clarity, comprehensiveness, and ability for outcomes measurement.

#### Recommendations:

1. Each PLO should have only one verb or competency level; PLO # 1 and #4 have two verbs, which will make measurement of PLO achievement difficult. For PLO #1, I suggest “apply” because the evidence should not be applied unless it has been evaluated. For PLO #4, I would select “utilize” as the verb without the qualifier of “fully.”
2. For PLO #4, it might be more comprehensive to write:  
“Utilize information systems and technological advances to maximize patient outcomes and patient safety.”
3. Part of the *Essentials* document includes a focus on health care policy, regulation, and finance. This area could be added to PLO #3. The course description for NURS 330 suggests that the content is in the curriculum, but is not reflected in the PLO.

4. PLO #5 seems like an AD competency and could be part of PLO #6. I would rewrite PLO #5 to capture the desired competency for the Professional Values and Role Development core organizer.
5. For PLO #2, I would omit individuals and families. That is the function of AD nursing students. BSN nursing students should focus on communities and vulnerable populations.

### RNB Courses and Plan of Study

All of the proposed courses seem appropriate to meet the PLOs of an RNB program and are consistent with the *Essentials* document. The total number of quarter credits (180) is equal to 120 semester credits, which is the maximum for Title IV requirements. I would not exceed 180 to keep in line with the current Department of Education guidelines. However, requiring only 45-50 credits for the RNB with only 27 quarter credits of nursing courses is well below the national average of 45-60 quarter credits of nursing courses for an RNB program. I recommend that this number of credits be increased per the below recommendations.

### Recommendations:

1. Increase the credits for Leadership to 5 credits and include health care policy issues in this course.
2. Increase the Health Information Technology course to 5 credits.
3. Increase theory hours for Community to 6 credits; perhaps call the course Community and Population Health to capture the global nature of the topic and a focus on vulnerable populations. The course description mentions Public Health. A decision about the focus of this course is needed to match the description with the title of the course.
4. Make the Community Practicum one course of 3-4 credits, instead of two courses.
5. Add a Quality Improvement course; some programs are calling that course "Quality and Safety in Nursing and Health Care." I would make it 5 credits.
6. Consider adding a requirement for students to have Basic Pathophysiology, Pharmacology, and Health Assessment because these courses are needed before entering masters in nursing programs. By 2015, all masters programs are required to support the consensus model which includes content in advanced Pathophysiology, Pharmacology, and Health Assessment. To take these advanced courses, students will need to provide evidence that they are competent in basic pathophysiology, pharmacology, and health assessment at the BSN level; schools will look for these courses in the transcript.

### Program Assessment

Table 1 outlines the components of Program Assessment. Many of these assessments are categorized as indirect measurements in which the students or graduates complete surveys. I would add that each course should have one or more direct measurements (also known as signature student assignments) that measure SLO (course learning outcome level) achievement. Direct measures are usually assignments or tests that the students complete. For example, a culminating paper or project could measure the course learning outcomes for the leadership course.

### Faculty

It will be very important that faculty have professional development and mentoring to be able to effectively teach RN to BSN students. The listed faculty have taught in an AD program, but BSN nursing education is very different. It will also be crucial that faculty have the content expertise and online skills to teach the courses. It is not clear that some of the listed faculty have the expertise to teach in the proposed program without continuing education and faculty development.

I assume that the stated proposed salary is a typographical error. It is unlikely that the FT faculty salary will be \$16,000.

It is very appropriate to add a budget line for consultation. Transitioning to a BSN program requires expertise in BSN curriculum development and best practices in teaching BSN students.



To: Jenny Capelo, Dean of Allied Health and Nursing, Wenatchee Valley College  
From: Debra Backus, Nursing Department Director, SUNY Canton  
Date: February 14, 2014  
Purpose: To review of RN-BS program proposal for presentation to the State Board for Community and Technical Colleges

**Review of RN-BS Program Proposal:**

**Curriculum**

The baccalaureate-nursing program will serve the needs of registered nurses who have passed the registered nurse licensing examination in Washington, hold an associate degree in nursing and have at least one year of clinical experience as a RN. The model proposed is a hybrid model, whereby students complete most coursework online and come to campus two days a month to meet with the instructor and their student colleagues. The program is 180-185 credits consisting of 25- 27 upper-level nursing credits and 20-25 upper-level general education credits. The courses descriptions include nine (9) nursing courses and two liberal arts courses at the upper-division level.

**Analysis:**

1. Six program learning outcomes
  - a. The organizing framework of this curriculum consists of standards that guide the program outcomes appear to be from the Essentials of Baccalaureate Nursing for Professional Practice Competencies and a philosophy that describes nursing, health and nurses as a provider of care. The program learning outcomes and the course descriptions are congruent, appropriate to higher-level learning and support the mission of WVC. It is unclear how the philosophical or organizing framework is used to organize the curriculum.
  - b. Outcomes 1 and 4 have two measureable verbs.
2. Program evaluation criteria and process
  - a. Program review is to occur every year for the first three years, then every three years after the fourth year. Annual program evaluation is required by ACEN.
  - b. Course evaluations, field studies, and surveys are proposed to evaluate the effectiveness of the program. This summative program evaluation criteria and processes will provide for an evaluation of the program outcomes.
3. Course preparation needed by students transferring with a technical associate degree
  - a. The program is proposed to be a 180-185 credit program with 135 credits completed prior to program entry. Students transfer in 90 credits from the ADN degree and 45 credits for passing the NCLEX-RN examination. The 185 credit

proposed program exceeds the required 120-credit program required by the Northwest Commission of Colleges and Universities.

4. General education components
  - a. The minimum general education requirements for an applied baccalaureate degree are 60 credits in Washington State. The proposal indicates that 35 general education credits will be transferred from the associate degree program; therefore, the RN-BS program will require a minimum of 25 general education credits. The number of upper-level nursing credits to be earned is clearly stated.
  - b. General education courses are typically courses offered at a liberal arts college. They are courses such as those offered in the discipline of math, art, English, history, humanities, science, etc. Courses in general education support the nursing curriculum as they provide skills and knowledge deemed necessary for competent practice. NURS 310, NURS 320, ECON 315 and PHIL 365 are listed as general education courses for this program. NURS 310 and NURS 320 would not be considered general education courses.
5. Course work needed at junior and senior levels in the BAS
  - a. The proposed courses will meet the requirements of Washington State Legislation - WAC 246-840-575.
  - b. The presentation shows inconsistencies in the number of upper-level nursing courses in the proposed program. On page 11, the proposal states 27 credits are required; however, on page 12 the table states 25 credits of upper-level nursing courses. In addition, when nursing research is classified as a nursing course, the number of credits proposed will be 30. If students can transfer in 36 nursing credits from the AAS nursing program, the program will require 27 credits in upper-level nursing courses.
  - c. Clinical learning was not well described in the presentation. The program appears to require two (2), three (3)-credit community health practicums each quarter. If clinical hours are calculated on a 1:3 credit to clock hour ratio, the community health practicums would total 270 clinical hours. The practicums do not specify how the clinical learning experience will be offered. Will the program use a preceptorship model?

Recommendations:

1. Ensure the program outcomes (learning outcomes) reflect one competency each.
2. Ensure the evaluative criteria and processes are planned for formative review as well as summative review.
3. Clearly state the number of lower-level nursing credits to be transferred into the RN-BS program.
4. Consider a 120-credit program.
5. Change the NURS 310 designator to English to be taught by the English department.
6. Categorize NURS 320 as a nursing course.
7. Consider adding a pathophysiology course as this is a foundational course for nursing practice that can be offered through the Biology department.

8. Clearly state the upper-level nursing credits required for this program.
9. Decrease the clinical hours in community health and offer a clinical experience in nursing leadership.
10. Specify the mode of delivery for the clinical learning experience.
11. Consider adding a physical assessment course. The nursing assessment course should expand on the knowledge and skills in the AAS nursing program, to be broader than just physical assessment and address multiple determinants of health. We are finding that an upper-level physical assessment course is required for students seeking admission into nurse practitioner programs.

### **Faculty**

All full-time faculty members (excluding the Dean) hold a master's degree with a major in nursing. WVC plans to recruit and hire a Ph.D. qualified nurse to administer the program. Clinical expertise of the full-time faculty members reflects expertise in their respective content areas. The faculty member who is proposed to teach leadership has leadership experience. The faculty member who is proposed to teach community health has experience in this content area. No faculty members are licensed as advanced practice nurses.

WAC 246-840-555 Standard II. In a program offering the baccalaureate degree in nursing: (i) A minimum of a Master of Science degree in nursing, a doctoral degree preferably in nursing from an accredited college or university; and (ii) preparation in education and administration; and (iii) At least five years of experience as a registered nurse including two years of experience in nursing education at the baccalaureate level.

WAC 246-840-570 Clinical preceptors may be used to enhance clinical learning experiences, after a student has received clinical and didactic instructions from the program faculty in all basic areas of that course or specific learning experiences.

ACEN 2013 Standards and Criteria Baccalaureate Standard 2.1 - Full-time faculty hold a minimum of a graduate degree with a major in nursing; a minimum of 25% of the full-time faculty also hold an earned doctorate or are currently enrolled in doctoral study.

### **Analysis:**

1. Faculty members listed have the minimum academic preparation to teach in the program.
2. ACEN does not count the program administrator as faculty.
3. Instructional and RN experience of the faculty is not stated.
4. Proposal is unclear as to the supervision of students in the clinical setting.

### **Recommendations:**

1. Proposal to reflect years of RN experience and experience in nursing education especially at the baccalaureate level.

2. Include a description of the faculty and/or preceptors to be used in the clinical area. Describe how you will choose, orient and mentor the preceptors if you decide to use them in your program.
3. Include faculty experience teaching online and/or the planned development of the faculty to teach online.
4. Plan to hire a full time faculty member with a terminal degree to teach in the program to comply with Washington State Legislation and ACEN.

### **Admission Selection and Process**

There is a selective admission policy proposed. Requirements include degree requirements, GPA, general education requirements, licensure and clinical experience.

Analysis:

1. It is unclear how students will be ranked and selected for admission or when the admission process occurs.

Recommendations:

1. Include a description of the ranking system for the selective admission process.
2. Add to the admission criteria a copy of their RN license at the time of application and proof of United States' citizenship or legal residence or United States work visa is required at the time of application.
3. Suggest an open admission policy.

### **Student Services**

A hybrid delivery system is proposed with students coming to campus twice a month, or weekly to access student services. There is a variety of academic support services offered at WVC. These include online registration, online tutoring, online access to research databases, online librarian and eTutoring services.

ACEN 2013 Standard 3.8 Orientation to technology is provided, and technological support is available to students.

ACEN 2013 Standard 3.9 Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible.

Analysis:

1. The online orientation to technology and technological support is not stated.
2. The presentation suggests that students are required to come to campus for counseling, disability services, career counseling and financial aid.

Recommendations:

1. Clearly describe how students will be oriented to technology.
2. Clearly describe the technological support available for the students.

3. Clarify specific resources available to support the online program in nursing.

### **Fiscal Resources**

This report submitted evidence of a five-year financial plan for program sustainability. The plan includes income from tuition and fees with a projected enrollment of 25 students in the first year and expected program expenses. The program is proposed to be revenue producing beginning in year one.

- 1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to be used; (4) equipment, technology, and instructional resources needed for the program

### **Analysis:**

1. A projected enrollment of 25 students in the first year and 38 in the second year is realistic.
2. According to <http://www.simplyhired.com> for Washington State Universities, the director's salary of \$90,000 is realistic.
3. The full time faculty member for the program is stated to be \$16,075 and part-time faculty \$10,700. The average faculty salary is \$68,000 according to <http://www.simplyhired.com> for Washington State Universities. This salary is too low.
4. Benefit expenses are presented to be \$164,168. This cost is not explained. Assuming that benefit expenses are fringe benefits, this expense appears to be realistic. Fringe benefits are typically 29.7% of the salary according to the Bureau of Labor Statistics (September 2013).
5. The budget indicates a one-time ACEN fee of \$5000 in year one. Actual fees for ACEN include the candidacy fee \$2500, initial accreditation fee \$3505 and an annual accreditation program fee of \$1200. This expense is too low.
6. A professional curriculum consultant is proposed to be hired at a rate of \$13,000 which is a realistic budget.
7. Curriculum development stipends of \$22,000 are not explained.
8. A narrative explaining the faculty development cost of \$4500 is not present.
9. Travel is estimated to be \$12,000. The purpose of the travel is not stated.
10. Equipment cost of \$17,500 is not explained. Typically, computers for faculty are replaced every three years, with an average cost of \$1500 per computer.
11. Goods and services, estimated to cost \$18,000, are not explained.
12. Other expenses, such as, heat, lights, maintenance, admissions, overhead, registrar, etc. are not included in the budget proposal.

### **Recommendations:**

1. Clearly describe the budget expenses and income in a narrative.
2. Include real costs whenever possible.
3. Suggest one full-time faculty member be hired for this program, not an administrative director.

### **Program Accreditation**



The program plans to obtain ACEN accreditation within a year.

Analysis:

1. On page 18, sentence one in paragraph one, states that the ACEN was formerly called the Commission on Collegiate Nursing Education. This statement is incorrect.

Recommendation:

1. Change the statement that the ACEN was formerly called the “Commission on Collegiate Nursing Education” to the “National League for Nursing Accrediting Commission.”

### **Articulation Agreements**

Post baccalaureate education options are listed as Western Governor University, Gonzaga University, and MSN programs in Spokane, Yakima and Tri-Cities.

Analysis:

1. Standard is addressed.

Recommendations:

None

# Statement of Need: Bachelor of Science in Nursing, RNB Program

Presented to the State Board for Community and Technical  
Colleges

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August 2013



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## Form A: Cover Sheet for New Degree Program Proposal

### **Program Information:**

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

**Institution Name:** Wenatchee Valley College

**Degree:** BS Nursing

**Level:** Bachelor

**Type:** Science

**CIP Code:** 51.3801

**Proposed Start Date:** Fall of 2014

**Projected Enrollment (FTE) in Year One:** 25

**At Full Enrollment by Year:** second year 2015

**Funding Source:** Self Support

### **Mode of Delivery:**

**Single Campus Delivery:** Wenatchee Valley College main campus, Wenatchee WA

**Distance Learning:** Some courses will be hybrid or online.

### **Contact Information (Academic Department Representative):**

**Name:** Carli Schiffner, PhD

**Title:** Vice President of Instruction

**Address:** 1300 Fifth Street, Wenatchee Washington 98801

**Telephone:** 509.682.6662

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Chief Academic Officer

August 23, 2013

Date

## INTRODUCTION

Wenatchee Valley College (WVC) plays an essential role providing educational and cultural opportunities to the 149,000 residents of North Central Washington in Chelan, Douglas and Okanogan counties, an area covering over 10,000 square miles.

The well-respected Associate Degree Nursing program (ADN) is the largest professional-technical program at WVC graduating between 60 and 100 students each year to serve the nursing needs of this vast region. The program's completion rate averages 82.5 percent; the NCLEX–RN pass rate is nearly 95% and 90 percent of graduates find work in health care within one year of graduation from the program.

After consulting with hospitals and other health care providers in its district, surveying students and nursing professionals, and receiving encouragement from the president and board of trustees, the college determined that adding a Bachelor of Science in Nursing degree (BSN) was essential to serve the educational and workforce needs of the region. The new degree program will be for nurses who have completed an ADN degree and hold licensure as a registered nurse. The full-time program will take students approximately five quarters to earn the Bachelor of Science in Nursing (BSN) degree.

## RELATIONSHIP TO INSTITUTIONAL ROLE, MISSION, AND PROGRAM PRIORITIES

Wenatchee Valley College's mission and core themes state:

Wenatchee Valley College enriches North Central Washington by serving educational and cultural needs of communities and residents throughout the service area. The college provides high-quality transfer, liberal arts, professional/technical, basic skills and continuing education for students of diverse ethnic and economic backgrounds.

Our Core Themes:

- **Educational Achievement**

Students will achieve their goals for education and employment through preparation for successful transfer to the baccalaureate level, development of the professional/technical expertise for successful entry into the workforce, or proficiency in college readiness skills needed to pursue goals for further education and employment.

- **Support for Learning**

WVC's non-instructional programs and services will support students' attainment of their educational goals and promote access to all of the college's educational opportunities.

- **Responsiveness to Local Needs**

WVC's degrees, programs, courses and services will be responsive to local demand and community needs. WVC will actively seek community input through its foundations, advisory committees, and collaboration with external organizations.

- **Diversity and Cultural Enrichment**

Students and staff will be supported by practices and policies that create an inclusive environment for learning and work. The college community and residents of District 15 will have opportunities to experience diverse and multi-culturally rich perspectives through curriculum, educational programs, and special events.

Every new program considered by the college must tie directly to the mission and core themes. This new degree, in particular, will provide opportunities and pathways for the district that currently do not exist. Nurses will be able to gain advanced nursing education beyond what is currently available in the region. This, in turn, will create more highly trained nurses who can take on greater levels of responsibility to serve the region's health care needs. This is critical to the region's economy and employability of its citizens for several reasons.

Because the college's service region is vast and geographically isolated, there are few opportunities for residents to work in high wage jobs. Nursing is one field that offers a high compensation and consistent employment. Since 1971, graduates of WVC's nursing program have served the region's health care organizations with high quality care, yet, the region has the second lowest number of BSN degree-holding nurses in the state<sup>5</sup>. To obtain education beyond an ADN degree, students must either enroll in a completely online degree or leave the region to achieve their goal, which for many, is impossible due to financial and family demands.

With the advent of the Patient Protection and Affordable Care Act (PPACA) of 2010, the field of nursing is rapidly changing, requiring a broader knowledge base and greater emphasis on the ability to "provide holistic care and integrate complex concepts, such as disease prevention, research, outcomes management, risk assessment, and quality improvement, into their practice."<sup>6</sup> For nurses in North Central Washington, it is essential to their ability to keep pace in their careers to have access to a registered nurse baccalaureate program (RNB). It will also open opportunities that were not heretofore available to them and give them access to advanced education without having to leave their jobs and families. The BSN also prepares nurses to move into Master's and later doctorate-level education.

## SUPPORT OF THE STATEWIDE STRATEGIC PLANS

The State Board for Community and Technical Colleges (SBCTC) Mission Study focused on three areas of need for the state's community and technical colleges:

- Strengthen state and local economies by meeting the demands for a well-educated and skilled workforce.
- Achieve increased educational attainment for all residents across the state.
- Use technology, collaboration and innovation to meet the demands of the economy and improve student success.
- Increase the number of baccalaureate transfers by 20,400.

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<sup>5</sup> Skillman SM, Andrilla CHA, & Hart LG. (2007). *Washington State registered nurse supply and demand projections: 2006-2025*. Final Report #112. Seattle, WA: WWAMI Center for Health Workforce Studies, University of Washington

<sup>6</sup> Pitt, V., et al., "Factors influencing nursing students' academic and clinical performance and attrition: an integrative literature review", *Nurse Educ. Today* (2012), doi:10.1016/j.nedt.2012.04.011

The new RNB program addresses all of these system goals. By creating a baccalaureate-level nursing program, WVC will increase the educational attainment and skill levels of the region's nurses to help prepare them for the greater demands expected of them in the health care environment while meeting the region's workforce demand for more highly skilled nurses. In addition to meeting the state's goals, there is an additional benefit: evidence suggests that a higher level of nursing education can improve patient outcomes and lower mortality rates.<sup>7</sup>

The University of Washington Health Policy Center published a report in June 2013, titled *Moving from ADN to BSN: What Works for Washington RNs?* The report cites the national Tri-Council for Nursing through an Institute of Medicine (IOM) report, which states that baccalaureate prepared nurses are well positioned for three key nursing roles: "helping to meet the demands of a changing health care system; ensuring that in the increasingly complex world of medicine the profession continues to provide high-quality care; and joining the leadership of other health care professions at the decision-making table."<sup>8</sup>

Over 82 percent of the region's nurses graduate from WVC. Although the region's health care organizations would prefer to hire baccalaureate prepared nurses, it is difficult to convince RNB graduates to move to this remote region. By having an RNB program at Wenatchee Valley College there will be a steady stream of baccalaureate prepared nurses for the region's health care providers.

#### EMPLOYER/COMMUNITY DEMAND FOR GRADUATES WITH PROPOSED BACCALAUREATE LEVEL OF EDUCATION

As previously noted, the field of nursing care is rapidly changing, and many factors in addition to the ACA are driving the demand for baccalaureate prepared nurses.

- The National Advisory Council on Nurse Education and Practice recommended that by the year 2010, at least two thirds of all RNs have BSN degrees or higher. This was echoed in the 2010 IOM report, which recommended increasing the percentage of BSN prepared nurses to 80 percent by 2020.<sup>9</sup> In the 2008 Master Plan for Nursing Education in Washington State, the Washington Center for Nursing recommended that "all RNs newly licensed in Washington State hold or obtain a BSN within ten years of initial licensure beginning in 2020."<sup>10</sup> It is clear that the future for nurses

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<sup>7</sup> Aiken, LH, et al., *Educational Levels of Hospital Nurses and Surgical Patient Mortality*. JAMA. 2003 Sept; 290(12): 1617-1623.

<sup>8</sup> Institute of Medicine. Washington (DC): The National Academies Press; c2011. *The Future of Nursing: Leading Change, Advancing Health*; 2011 Oct 05 [cited 2013 May 21].

<http://www.ion.edu/reports/2010/the-Future-of-Nursing-Leding-Change-Advancing-Health.aspx>

<sup>9</sup> Ibid

<sup>10</sup> Washington Center for Nursing. Seattle (WA): c2013 *Master Plan for Nursing Education*, 2008 March 31. <http://www.wacenterfornursing.org/nursing-education/master-plan-for-nursing-education/>



both in the state and nationally is toward the baccalaureate degree as the minimum level of education.

- Today's hospitals require more advanced training, such as time to learn advanced technologies used in medical devices, procedures and complex information management systems, than can be provided in a traditional ADN program. Nurses also need to learn a broader range of nursing competencies that integrate evidence-based clinical knowledge and research with effective communication and leadership skills.<sup>11</sup> There is insufficient time in an ADN program to learn all of these skills on top of the required essential nursing practices.
- A growing trend in hospitals is to receive Magnet status from the Magnet Recognition Program, which "recognizes health care organizations for quality patient care, nursing excellence and innovations in professional nursing practice. Developed by the American Nurses Credentialing Center (ANCC), Magnet is the leading source of successful nursing practices and strategies worldwide."<sup>12</sup> Magnet designation signifies high quality nursing, and many hospitals are seeking this recognition. No hospital in North Central Washington holds this designation, because it requires that, among other things, all nurse managers must hold a bachelor's degree. For hospitals in the North Central region to be able to qualify for magnet status, they must have access to baccalaureate prepared nurses.
- Another factor is the need for adequately credentialed nurses who can teach in nursing programs; faculty must hold at least a master's degree in nursing to teach in an RN program. The Washington Center for Nursing in its application for the APIN-WA grant, stated that as of 2007 in Washington State, an estimated 53.5 percent of nurses hold a BSN or higher. The highest percentages of BSN prepared nurses are in the urban areas – Seattle (63.4%), Tacoma (57.9% and Spokane (50.3%), while the North Central region has only 29.6 percent BSN prepared nurses.<sup>13</sup> If a higher percentage of nurses in the North Central region hold a bachelor's degree, there will be a greater pipeline for master's prepared nurses.

As reported in the 2008 Washington Center for Nursing Master Plan, the University of Washington Center for Health Workforce Studies estimated that the shortage of RNs in the state would reach nearly 25,000 by 2020. RN graduation rates would need to increase by 400 each year for the next fifteen years to meet the demand.<sup>14</sup> Baby boom generation retirements and changes in the health care laws add to this demand for more nurses. Although a number of nursing programs have increased their nursing program capacity since this report was first published, Washington State continues to have a shortage of qualified nurses. Nationally, the Bureau of Labor Statistics reports that employment of

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<sup>11</sup> IOM 170.

<sup>12</sup> <http://www.nursecredentialing.org/Magnet/ProgramOverview>

<sup>13</sup> Skillman et al 2007.

<sup>14</sup> Ibid

registered nurses will grow at a rate of 26 percent between 2010-2020<sup>15</sup>. For Chelan and Douglas counties, nurses continue to be in demand with a growth rate of 1.4 percent between 2011-2016 and 1.1 percent through 2020.<sup>16</sup> To continue to meet the demand, it is critical to increase the supply of BSN prepared nurses, especially east of the Cascades.

To help ascertain regional demand for BSN prepared nurses, a search was conducted on Indeed.com on August 8, 2013 for positions requiring registered nurse licensure within 50 miles of Wenatchee. The search revealed 72 openings. Although many of the positions did not identify the level of education required, nineteen positions indicated the applicant could hold either an ADN or BSN degree; nine required a BSN; and three gave preference to a BSN.

In 2013, the Washington Center for Nursing (WCN) received the Academic Progression in Nursing (APIN) grant from the Robert Wood Johnson Foundation to “advance state and regional strategies aimed at creating a more highly educated, diverse nursing workforce.” WCN’s goal, in managing this grant, is to increase the percentage of BSN or higher nurses in the state from the current 51 percent to at least 80 percent. WCN identified three colleges already working towards developing RNB completion programs. WVC was the only community college selected based on its remote location, low number of nurses holding bachelor’s degrees and its reputation for having an excellent ADN program that produces high quality RNs.

Key elements of the APIN grant include:

- Streamlining a pathway to BSN through shared curricula, reduction/elimination in curricular variation, supportive systems for minority students, and Direct Transfer Agreements between Community College and Universities.
- Nurse of the Future competency-based curriculum.
- Increasing the number of RNB completion programs for associate degree prepared nurses.
- Increasing the number of community colleges offering the BSN.
- Ensuring that we create a nursing workforce that reflects more appropriately the richness in diversity of our state’s population is woven throughout our proposal. We see “diversity” as a foundational element to developing the workforce best positioned to serve our population.

The goal of the grant aligns precisely with the state’s and region’s needs to produce more academically qualified nurses.

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<sup>15</sup> Bureau of Labor Statistics, Occupational Outlook Handbook 2010-2020.

<http://www.bls.gov/ooh/healthcare/registered-nurses.htm>

<sup>16</sup> Washington State Employment Security Department, Short- and Long-Term Occupational Projections. <https://fortress.wa.gov/esd/employmentdata/reports-publications/occupational-reports/occupations-in-demand>

Beginning in 2009, WVC held a series of conversations with Central Washington Hospital, the North Central region’s largest hospital and critical care provider, about the need for a regional RNB program to create a pipeline of baccalaureate-trained nurses. Because so few nurses are willing to relocate to the state’s remote regions, everyone recognized the importance of “growing their own” more highly educated nurses. WVC continued the discussion about the need for an RNB program with its advisory committee, representing nine other hospitals.

In 2013, WVC also contacted every nursing facility within its region through a paper survey, by telephone or in person to get feedback on the need to have a local RNB program. Of the 22 health care organizations surveyed, 20 responded, a 90 percent response rate. Although only 21 percent responded that they look for nurses who hold a bachelor’s degree rather than an associate’s degree, the primary reason is that few nurses in the region have a bachelor’s degree (See Appendix 1 for employer survey results).

When facilities look for a BSN nurse, the skills they seek include greater preparation for patient care, better critical thinking capabilities, more global outlook and improved patient outcomes. This is reflected in the responses shown in Table 1, which shows respondents to rankings of some of the advanced skills learned in a RNB program.

<b>Table 1: Employer Rating of Baccalaureate-level Nursing Skills</b>				
<b>Q: When hiring an RN with the BSN, please rate the level of importance you assign to each of the listed skills.</b>				
Skill	Critical	Nice to Have	Irrelevant	Response Total
Patient care management	85% (17)	15% (3)	0%	20
Teamwork	78% (14)	22%(4)	0%	18
Communication Skills	65% (13)	35% (7)	0%	20
Human resource leadership/management/supervision	55% (11)	45% (9)	0%	20
Cultural competency	50% (10)	50% (10)	0%	20
Community/public health	45% (9)	55% (11)	0%	20
Technical writing	47% (9)	47% (9)	5% (1)	19
Advanced nursing practices	30% (6)	50% (10)	20% (4)	20
Healthcare policy and regulatory environment	30% (6)	65% (13)	5% (1)	20
Healthcare information management/technologies	32% (6)	68% (13)	0%	19
Healthcare finance	25% (5)	70% (14)	5% (1)	20
Total respondents				20

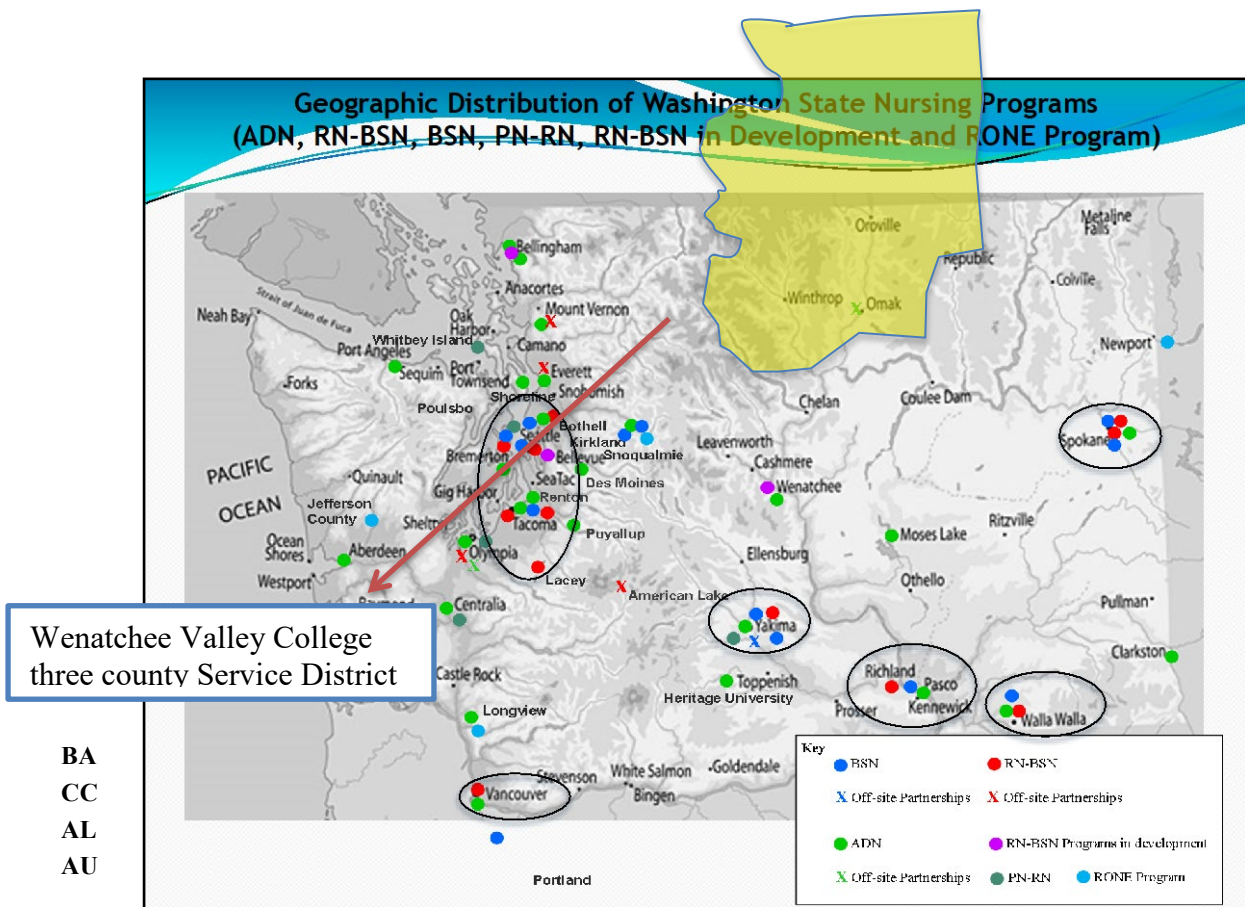
In addition, 65 percent of respondents indicated that they frequently have difficulties finding BSN nurses to fill their positions, and an additional 20 percent sometimes have problems filling those slots. Seventy percent agreed that the need for BSN-prepared nurses is growing. Ninety-five percent felt it would benefit their organization to have a location

within the North Central region where RNs could complete a BSN. Respondents top reasons for wanting a local RNB program ranked more educational opportunities means better skilled employees (40%), professional development for current employees (27%) and an expanded hiring pool (27%).

WVC supplies approximately 82 percent of the region’s nurses, so having a RNB pathway for nurses would significantly impact the region’s supply of BSN-prepared nurses. As noted, the North Central region has the second lowest number of baccalaureate holding nurses in the state. The highest percentages of BSN nurses reside in urban areas like Seattle (63.4%), Tacoma (57.9%) and Spokane (50.3%). The number of BSN prepared nurses in the North Central region is only 29.3 percent<sup>17</sup>. The following chart graphically represents the lack of access to a RNB program for people residing in the North Central region of the state. Puget Sound, Spokane and even the southern regions of Washington all provide opportunity for nurses to obtain a BSN degree, as shown in the circled areas. Without access to a regional program, the number of baccalaureate prepared nurses is unlikely to grow in the region.

**Figure 1: Geographic Distribution of Washington State Nursing Programs**

*Prepared by Mary A. Baroni, PhD, RN, Professor, Nursing & Health Studies, University of Washington Bothell*



<sup>17</sup> Skillman et al 2007.

## **REATE PROGRAM BUILDS FROM EXISTING PROFESSIONAL AND TECHNICAL DEGREE PROGRAM**

The WVC practical nursing (PN) program began in the late 1950s and continued through the early 1980s as a separate nursing program. In 1971, after closing the local hospital-based Deaconess School of Nursing, WVC began the registered nurse (RN) program. In 1980, the RN and PN programs were combined into one, two-year ladder program. In 1976, a generic PN program was initiated on the Omak campus. In 1988, the second year of the RN program was added, creating a district-wide nursing ladder program.

Today, the nursing program is taught on both the Wenatchee and Omak campuses. It consists of 123 credits of nursing courses taught over seven quarters. Courses are taught year round including summer quarter. Forty-five students are admitted in Wenatchee and eighteen students in Omak every fall. Between 2004 and 2012, a spring cohort totaling forty students was admitted every other year. In response to community and student demand and national trends citing the need for baccalaureate nursing education, future spring cohorts will be suspended to devote funding and resources to pursue the RNB program.

The curriculum is arranged in a progressive manner that begins with fundamental nursing concepts. After completion of the fourth quarter, students have one quarter to successfully complete the NCLEX-PN® licensure exam. If space is available, LPNs from outside the program may apply for the college's transition to nursing course. Successful completion of the transition course allows students to complete the program's RN year of study.

The program employs only master's prepared faculty – seven full-time classroom instructors and nine part-time clinical instructors. All nursing faculty are expected to maintain expertise and scholarship in their areas of responsibility. The academic and experiential background of faculty members provides appropriate preparation for the various teaching responsibilities within the Nursing Program. Faculty remains current in their area of expertise by participating in continuing education workshops and conferences. Several faculty members work part-time in clinical settings to maintain currency in clinical skills.

The Nursing Program has full approval status from Washington State Nursing Care Quality Assurance Commission. The program has been accredited by the ACEN (Accreditation Commission for Education in Nursing, Inc., formerly known as NLNAC) since 1996. WVC is currently accredited by the Northwest Commission on Colleges and Universities.

Student enrollments in the nursing program remain strong. The NCLEX-RN pass rate for program graduates is about 95 percent. The following chart shows five-year enrollments.

Table II: WVC ADN Nursing Program Enrollments				
Year	Enrollments	FTES Quarterly*	FTES Annualized**	Headcount#
2007-08	1125	398.93	132.98	190
2008-09	1267	464.70	154.90	169
2009-10	1312	458.17	152.72	214
2010-11	1470	518.47	172.82	178
2011-12	1432	453.60	151.20	201
Total	6606	2293.87	764.62	952

\*Sum for year

\*\*Sum for year divided by 3

#Based on enrollments of nursing students in nursing program classes

## STUDENT DEMAND FOR PROGRAM WITHIN THE REGION

The UW Health Policy Center has identified several benefits that accrue to individuals who hold a BSN. They include:

- Possession of additional nursing competencies – BSN programs teach advanced concepts that go beyond what is learned in an ADN program.
- More technology training – BSN students learn about complex information management systems and how to use advanced medical devices.
- Access to more opportunities for employment – the BSN is becoming the preferred entry-level degree for new positions, especially in acute care settings.
- Potential new licensure requirements – many states, including Washington, are exploring legal policies that would require a baccalaureate-level degree to practice as a nurse. The WCN has recommended that “all RNs newly licensed in Washington State hold or obtain a BSN within ten years of initial licensure, beginning in 2020.”<sup>18</sup>
- Federal employment opportunities – the Veteran’s Administration requires a baccalaureate degree to be promoted beyond an entry-level position. Most branches of the military and Public Health Service also require a baccalaureate degree.
- Greater job satisfaction – studies show that baccalaureate nurses report greater levels of job satisfaction and tend to stay in their jobs longer.<sup>19</sup>

Surveys conducted by WVC of both students and nurses working in the field support these findings. Overwhelmingly, they have expressed a keen desire to have access to a BSN program in their region.

Of the 148 students who responded to a 2012 survey to ascertain their interest in a RN-B program at WVC, 108 students or 76 percent responded that they would definitely be interested, and additional 31 students (22 percent) said that they might be interested. Only four students responded that they would not be interested in the program. Their reasons included career advancement (88% very important, 12% somewhat important); increased job marketability (89% very important, 10% somewhat important); better internships and

<sup>18</sup> WCN 2008

<sup>19</sup> UW Health Policy Center, *Moving from ADN to BSN: What Works for Washington RNs?* June 6, 2013, page 2.



clinical placements (58% very important, 39% somewhat important); and post bachelor's degree educational opportunities (51% very important, 35% somewhat important). Comments citing the reasons they were interested in the higher degree included better job opportunities, career advancement, improved leadership and management skills, more varied work opportunities and locations, desire to teach in the field, and ability to provide better patient care. (See Appendix 2)

The college surveyed nurses working in the North Central region, and 421 responded. Of those responding, 22 percent already held at least a bachelor's degree. Of the remaining, 399 nurses, 47 percent were definitely interested in pursuing a bachelor's degree, and an additional 17 percent indicated that they might be interested. Of this group, 50 percent ranked career advancement as very important, and 45 percent as somewhat important. Increased marketability drew 57 percent as very important and 36 percent as somewhat important. Internships and clinical placements ranked 36% as very important and 41 percent as somewhat important. Only 27 percent thought that planning for a graduate school option was very important, but 40 percent thought it was somewhat important (See Appendix 3). Clearly, to this group, earning the bachelor's degree is very important, but it is difficult to plan beyond that.

Based on the results of the surveys of current ADN students and nurses working in the field, there is more than enough demand to sustain enrollment in a RNB program. With the trend within the nursing profession of requiring that all ADN nursing graduates receive their BSN within ten years of initial licensure<sup>20</sup>, the demand for the RNB program will continue to grow. WVC plans to fill a program of about 25 students per year with a maximum enrollment at capacity of 30 full-time students. The degree is envisioned to take five quarters and will be a full-time program.

<b>Table III: RNB Enrollment Projections</b>					
Year	1 2014-15	2 2015-16	3 2016-17	4 2017-18	5 2018-19
Headcount	25	48*	55*	55*	55*
FTES	25	33	38	38	38
RNB Graduates	0	23	27	27	27

\*The increased numbers after year one in headcount and FTES in the preceding table account for the fact the students will have one quarter of ten-credit enrollment in year two before they graduate.

## EFFORTS TO MAXIMIZE STATE RESOURCES TO SERVE PLACE-BOUND STUDENTS

Wenatchee Valley College has always striven to provide educational access throughout its 10,000 square mile district to serve the needs of its students. That is why there is a strong nursing cohort at the Omak campus (serving 18 students annually) and why there is a residence hall at the Wenatchee campus.

<sup>20</sup> WCN 2008

The RNB program is envisioned as a hybrid program – the instruction will have a significant online component. Face-to-face contact is considered a critical aspect of the program, so two or three times per month, students will attend classes all day on the Wenatchee campus. This will allow working nurses, regardless of where they live within the region, the ability to arrange their schedules to participate in the program.

As shown in Figure 1, there are no other residence RNB or BSN degree programs anywhere near the North Central region. The closest program is in Yakima, which is over 100 miles away.

Western Governor’s University offers an online RNB program that ADN graduates could enroll in. However, participating in an online program may not be the best educational option for some students. It would also not provide the in-person contact that WVC believes is an important element of their program. Creating a RNB program at WVC will provide essential access to a nursing bachelor’s degree program for this region.

When WVC first began exploring options for a BSN program for its region, the college contacted Washington State University to ascertain their interest in locating a program on the WVC campus. The WSU campus is over 200 miles from Wenatchee, so the only viable alternative for place-bound students would have been a program on the WVC campus. WSU did not express interest in creating an extension program.

The partnership that has been the most successful is the APIN grant with the Washington Center for Nursing previously described. This grant will help the college build a RNB program within the region with a strong curriculum that will be geared toward the needs of the region’s nurses.

In addition to the WCN, Central Washington Hospital and other healthcare facilities who sit on the WVC nursing program advisory board have provided and will continue to provide considerable input into the design and planning of the degree.

As WVC develops the curriculum for the new RNB, it will include curriculum on health care issues that are distinctive of this rural region, such as outreach in the orchards to migrant workers on public health issues. Large Latino, Native American and migrant worker populations have unique health care concerns that also need to be addressed within the curriculum. The college will conduct focus groups comprised of health care business partners and faculty to make sure the curriculum is reflective of the region.

## CONCLUSION

Wenatchee Valley College has an outstanding Associate Degree Nursing program that serves the residents of the North Central region well. It needs to continue to address the needs of its citizens and businesses by providing the next step in educational attainment for its nurses through the ADN to BSN degree program. The college has the support of its

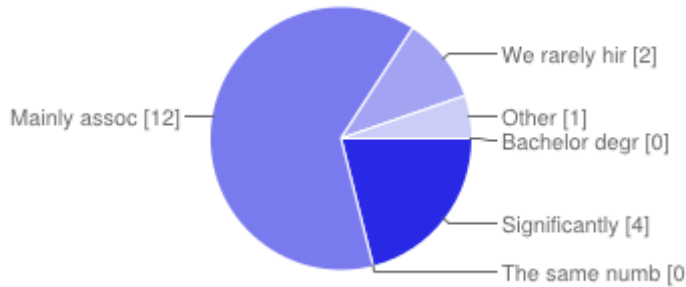


Board of Trustees, nursing program faculty, all of the health care providers within its regions, its students and the Washington Center for Nursing to develop the RNB program. It has funding and a solid educational plan to continue on to the next steps in the process and looks forward to the endorsement of the State Board for Community and Technical Colleges to continue.

## APPENDIX 1: EMPLOYER SURVEY RESPONSES

### Summary - 20 responses

#### 1. When hiring a nurse with the RN credential, what level of degree do you look for?



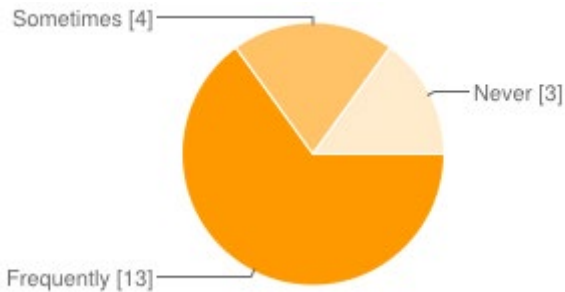
Bachelor degree and above exclusively	0	0%
Significantly more bachelor degree than associate degree graduates	4	21%
The same number of bachelor and associate degree graduates	0	0%
Mainly associates degree graduates	12	63%
We rarely hire RNs	2	11%
Other	1	5%

#### 2. If you prefer to hire RNs with the bachelor's degree over RNs with an associate's degree, please tell us why.

Survey have shown there is a lower mortality rate when hospitals have a majority of BSN's vs ADN's. BSN nurses are hard to find Case management skills Not required for positions in clinic BSN not required for this facility N/A patient outcomes

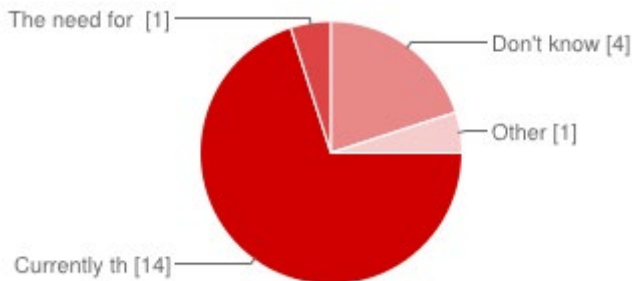
Expanded nursing preparation Will hire either as above Global Outlook and improved patient outcomes, standardization of degree will hire most qualified regardless of degree Advanced leadership abilities More expanded knowledge base Greater preparation for patient care today and in the future in terms of critical thinking, planning care for a group of patients, interdisciplinary coordination, etc. we use LPNs BSN graduates have a larger base of theory, critical thinking is deeper, leadership skills and confidence it greater

**3. Have you experienced problems finding RNs with the bachelor's of science in nursing to fill your employment needs?**



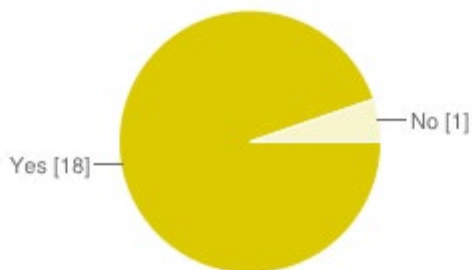
Frequently	13	65%
Sometimes	4	20%
Never	3	15%

**4. Industry projections tell us that nursing is a high growth career area, and that need for nurses with a baccalaureate degree is increasing. Is that your perception?**



Currently the need for RNs with a BSN is growing	14	70%
The need for RNs with BSN can be met by current program graduates	1	5%
Don't know	4	20%
Other	1	5%

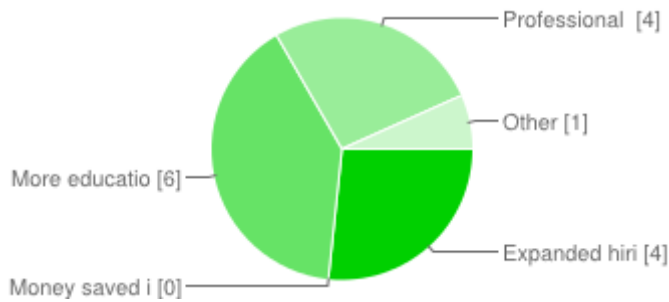
**5. Would it benefit your organization to have a NCW location for current RNs to complete the BSN?**



Yes	18	95%
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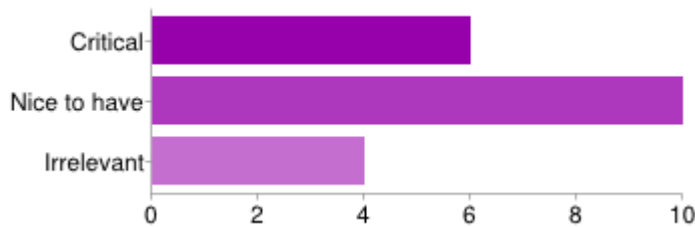
No 1 5%

**6. If you answered "Yes" to the previous question, what would the benefits of a NCW College BSN program be?**



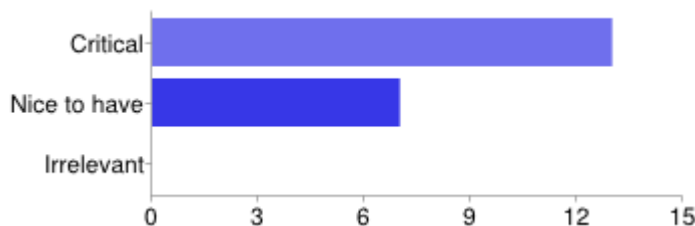
Expanded hiring pool	4	27%
Money saved in not having to recruit from out-of-state	0	0%
More educational opportunities means better skilled employees	6	40%
Professional development for current employees	4	27%
Other	1	7%

**Advanced nursing practices [7. When hiring an RN with the BSN, please rate the level of importance you assign to each of the listed skills.]**



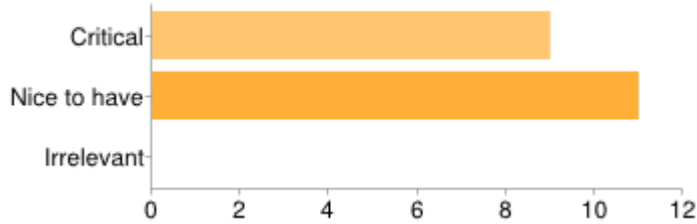
Critical	6	30%
Nice to have	10	50%
Irrelevant	4	20%

**Communication skills [7. When hiring an RN with the BSN, please rate the level of importance you assign to each of the listed skills.]**



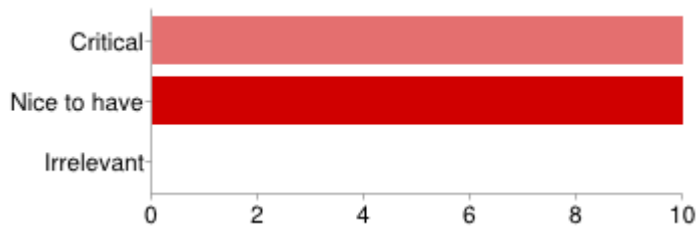
Critical	13	65%
Nice to have	7	35%
Irrelevant	0	0%

**Community / public health [7. When hiring an RN with the BSN, please rate the level of importance you assign to each of the listed skills.]**



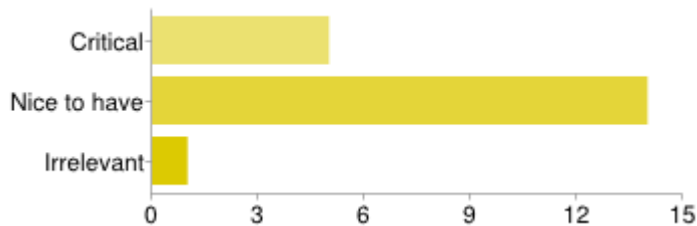
Critical	<b>9</b>	45%
Nice to have	<b>11</b>	55%
Irrelevant	<b>0</b>	0%

**Cultural competency [7. When hiring an RN with the BSN, please rate the level of importance you assign to each of the listed skills.]**



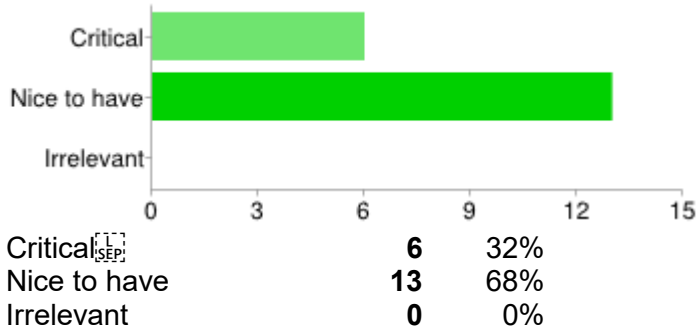
Critical	<b>10</b>	50%
Nice to have	<b>10</b>	50%
Irrelevant	<b>0</b>	0%

**Healthcare finance [7. When hiring an RN with the BSN, please rate the level of importance you assign to each of the listed skills.]**

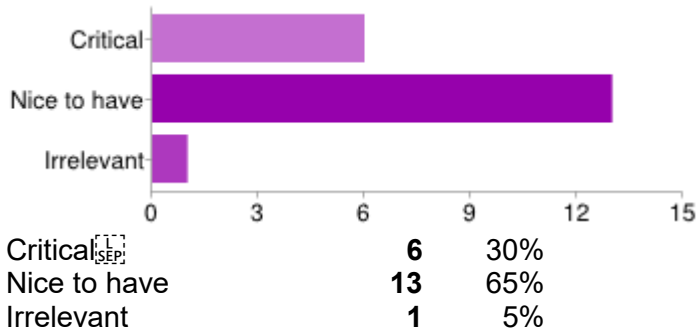


Critical	<b>5</b>	25%
Nice to have	<b>14</b>	70%
Irrelevant	<b>1</b>	5%

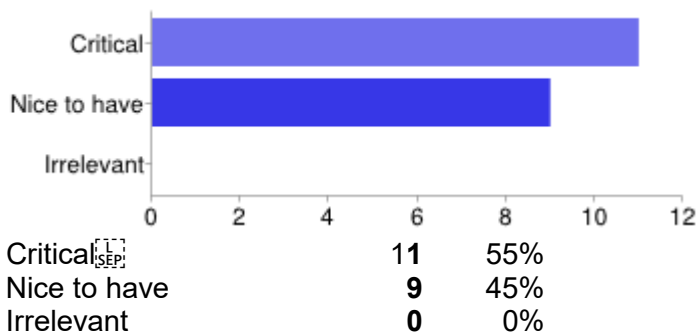
**Healthcare information management / technologies [7. When hiring an RN with the BSN, please rate the level of importance you assign to each of the listed skills.]**



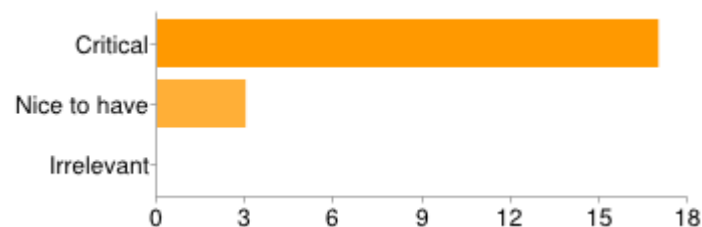
**Healthcare policy and regulatory environment [7. When hiring an RN with the BSN, please rate the level of importance you assign to each of the listed skills.]**



**Human resource leadership / management / supervision [7. When hiring an RN with the BSN, please rate the level of importance you assign to each of the listed skills.]**

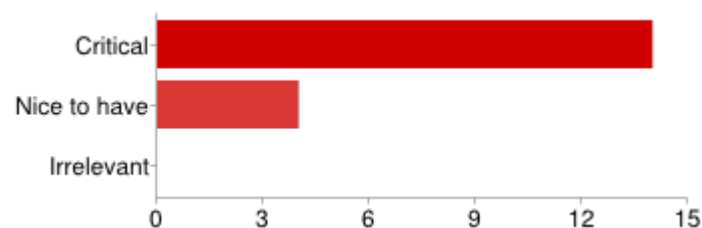


**Patient care management [7. When hiring an RN with the BSN, please rate the level of importance you assign to each of the listed skills.]**



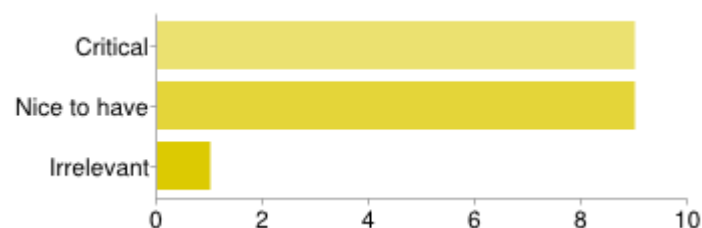
Critical	<b>17</b>	<b>85%</b>
Nice to have	<b>3</b>	<b>15%</b>
Irrelevant	<b>0</b>	<b>0%</b>

**Teamwork [7. When hiring an RN with the BSN, please rate the level of importance you assign to each of the listed skills.]**



Critical	<b>14</b>	<b>78%</b>
Nice to have	<b>4</b>	<b>22%</b>
Irrelevant	<b>0</b>	<b>0%</b>

**Technical writing [7. When hiring an RN with the BSN, please rate the level of importance you assign to each of the listed skills.]**



Critical	<b>9</b>	<b>47%</b>
Nice to have	<b>9</b>	<b>47%</b>
Irrelevant	<b>1</b>	<b>5%</b>

**8. Are there additional important skills not listed in question 7? What are they?**

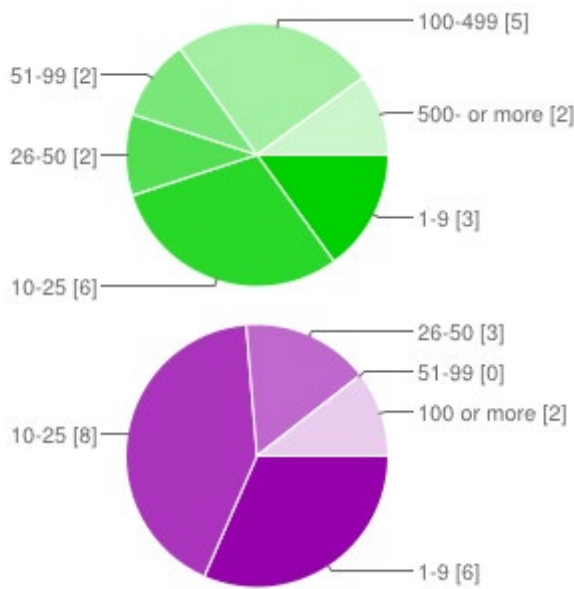
no N/A - critical thinking Clinical Expertise No na Conflict management  
 none Case management skills, self management tools for patient education and care, ability to

provide healthcare education that is culturally sensitive and effective Rural public health care experience

**9. What is the size of your organization in terms of the number of employees?**

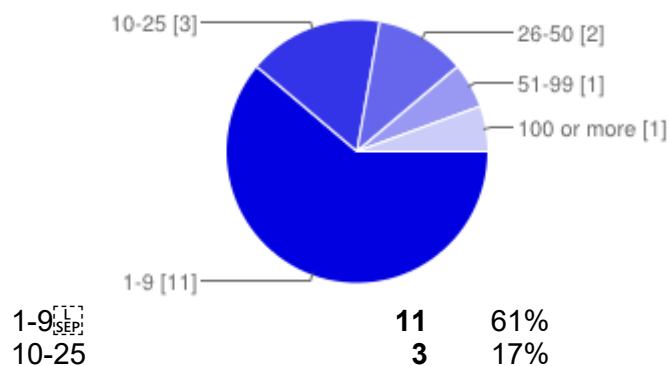
1-9	3	15%
10-25	6	30%
26-50	2	10%
51-99	2	10%
100-499	5	25%
500- or more	2	10%

**10. How many RN positions does your organization have?**



1-9 <sup>[L]</sup> <sub>[SEP]</sub>	6	32%
10-25	8	42%
26-50	3	16%
51-99 <sup>[L]</sup> <sub>[SEP]</sub>	0	0%
100 or more	2	11%

**11. How many RN positions do you think your organization will have in 5 years?**



1-9 <sup>[L]</sup> <sub>[SEP]</sub>	11	61%
10-25	3	17%

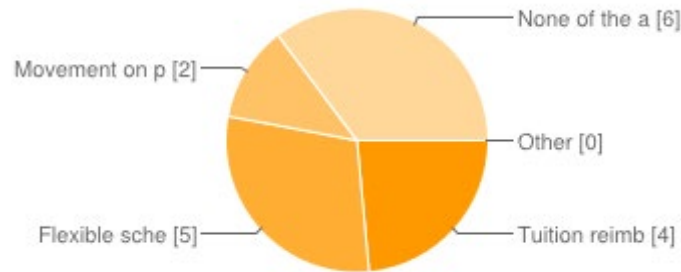


26-50	2	11%
51-99 <sup>[SEP]</sup>	1	6%
100 or more	1	6%

**12. Does your organization currently employ nurses who will need to earn th Bachelors of Science in nursing?**

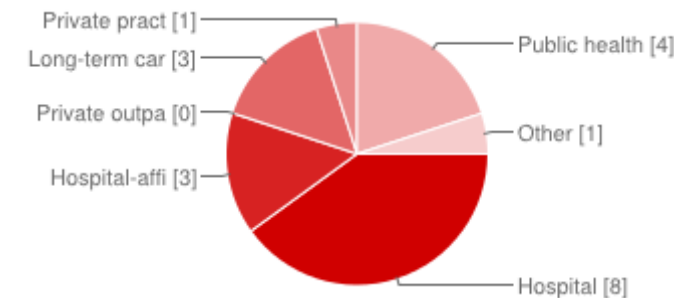
Potentially 5-6 RNs We only hire BSN no Yes, two RNs No, but if we had a program we would bump up job description requirements. No none not yet requiring ("need") but strongly prefer Management roles would be nice to have for DNS yes, Department Manager RNs that want to but not mandatory Managers & Mid level providers

**13. Does your organization provide any of the following education support services to employees?**



Tuition reimbursement <sup>[SEP]</sup>	4	24%
Flexible schedule/leave for class time	5	29%
Movement on pay scale <sup>[SEP]</sup>	2	12%
None of the above	6	35%
Other	0	0%

**14. Please enter the primary category of your organization.**



Hospital <sup>[SEP]</sup>	8	40%
Hospital-affiliated outpatient facility	3	15%
Private outpatient facility	0	0%
Long-term care facility <sup>[SEP]</sup>	3	15%
Private practice <sup>[SEP]</sup>	1	5%
Public health clinic <sup>[SEP]</sup>	4	20%
Other	1	5%

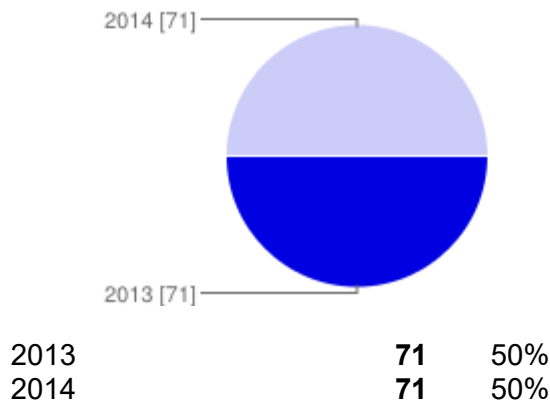
## APPENDIX 2: STUDENT SURVEY RESPONSES

### Summary<sup>[1]</sup> - 148 responses

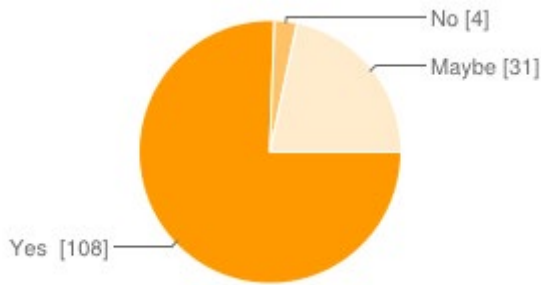
#### 1. What Nursing program are you currently attending?

Wenatchee Valley College Big Bend Community College wvc WVC Yvcc  
 Wenatchee valley College YVCC WVC Fall Start 2011 rn RN Wenatchee Valley College Big Bend Community College Wenatchee Valley College WVC RN  
 WVC WVC Fall start 2012 Yakima Valley WVC ADN RN RN at WVC  
 Wenatchee Valley College BBCC RN YVCC YVCC  
 spring 2013 YVCC Yakima Valley Community College<sup>[1]</sup> College YVCC Wenatchee Valley College WVC ADN<sup>[1]</sup> nursing Wenatchee Valley College YVCC Fall start 2011 RN<sup>[1]</sup> program at Omak campus Wenatchee valley colege RN Big Bend Community College WVC Wenatchee valley college Omak adn WVC YVCC WVC-O  
 Wenatchee Wenatchee valley college at Omak Wenatchee Valley College at Omak ASN  
 Wenatchee Valley College Yakima Valley Community College BBCC WVC RN WVC RN  
 Wenatchee Valley College Wvc WVC Nursing Program WVC WVC-LPN yvcc YVCC Big Bend Community College YVCC WVC WVC WVC YVCC RN YVCC YVCC YVCC BBCC ASN  
 Wenatchee valley college WVC ATS BBCC YVCC RN 1st year Wenatchee Valley College  
 Wenatchee Valley College Wenatchee Valley College Allied Health Nursing Program WVC WVC-O WVC YVCC RN/ADN Wenatchee Valley College-Omak YVCC WVC Rn Big bend community college YVCC RN Wenatchee valley College Wvc adn Wenatchee valley college Yakima Valley Community College WVC-O rn LPN @ wvc Wenatchee Valley College Community College yvcc WVC Omak RN WVC Wenatchee Valley College RN Adn in Omak at wvc WVC RN associate's degree program Yakima Valley YVCC YVCC wenatchee valley college YVCC ASN Associate Degree Nursing Wenatchee Valley College WVC Fall 2011 Wenatchee Valley College WVC RN WVC associates RN program Wvc adn Wenatchee valley College Big Bend Community College YVCC wvc Big Bend Community College RN program Wenatchee Valley College Big Bend CC YVCC BBCC RN at YVCC Wenatchee Valley College Wenatchee Valley College Big Bend Community College Associates of nursing WVC RN Wenatchee Valley College YVCC ADN Wenatchee Valley associate degree in WVC RN nursing

#### 2. When have you or do you plan to graduate with your associate's degree?

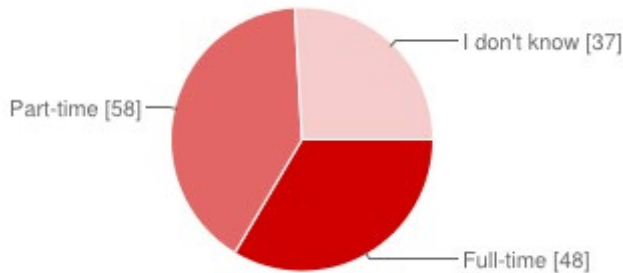


**3. If Wenatchee Valley College offered an RN-B program, which is a pathway to the bachelor's of science in nursing degree for nurses with an RN credential and an associate's degree, would you consider participating?**



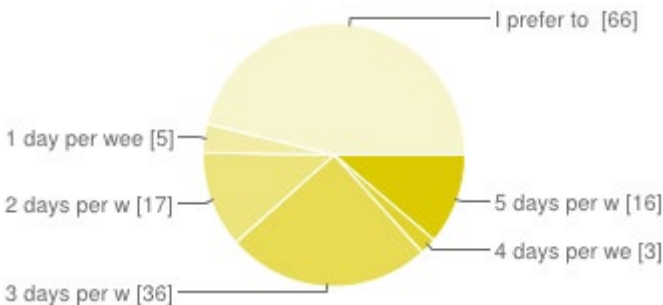
Yes	<b>108</b>	76%
No	<b>4</b>	3%
Maybe	<b>31</b>	22%

**4. Would you prefer to attend fulltime (approximately 15 credits per quarter, or 3 classes) or part-time (10 credits, or two or fewer classes per quarter).**



Full-time	<b>48</b>	34%
Part-time <sup>[SEP]</sup>	<b>58</b>	41%
I don't know	<b>37</b>	26%

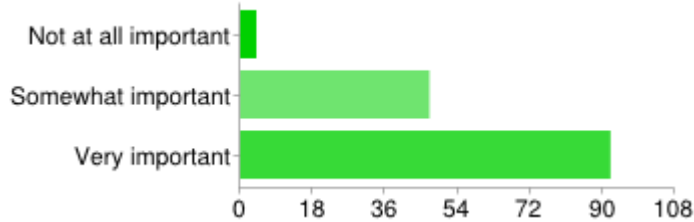
**5. How many days per week could you come to Wenatchee Valley College for classes?**



5 days per week <sup>[SEP]</sup>	<b>16</b>	11%
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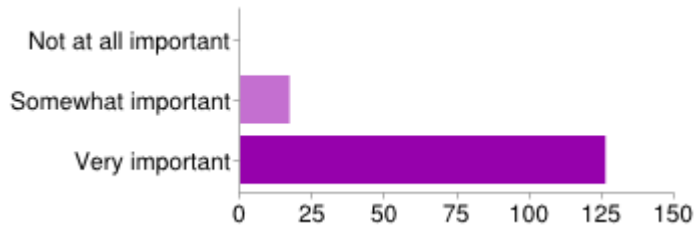
4 days per week	3	2%
3 days per week	36	25%
2 days per week	17	12%
1 day per week	5	3%
I prefer to do all my work online	66	46%

**Affordability [6. Please rate the following items as to how much they would influence your decision to enroll in an RN-B program.]**



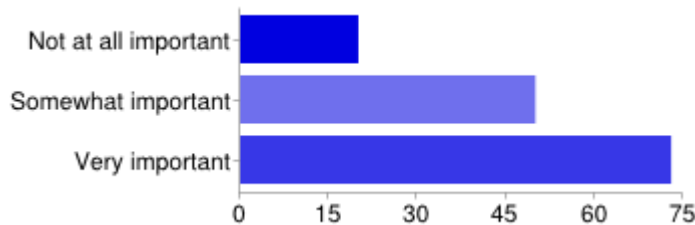
Not at all important	4	3%
Somewhat important	47	33%
Very important	92	64%

**Career advancement [6. Please rate the following items as to how much they would influence your decision to enroll in an RN-B program.]**



Not at all important	0	0%
Somewhat important	17	12%
Very important	126	88%

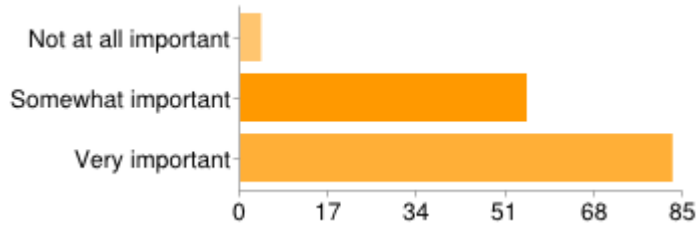
**Graduate school option post- bachelor's degree [6. Please rate the following items as to how much they would influence your decision to enroll in an RN-B program.]**



Not at all important	20	14%
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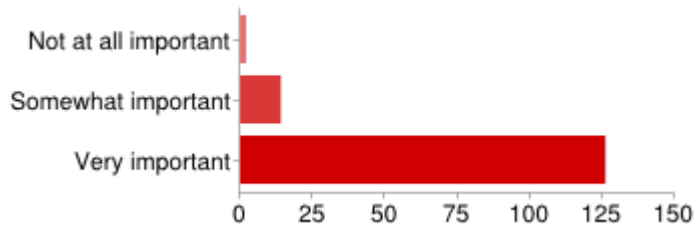
Somewhat important	<b>50</b>	35%
Very important	<b>73</b>	51%

**Internships / clinical placements [6. Please rate the following items as to how much they would influence your decision to enroll in an RN-B program.]**



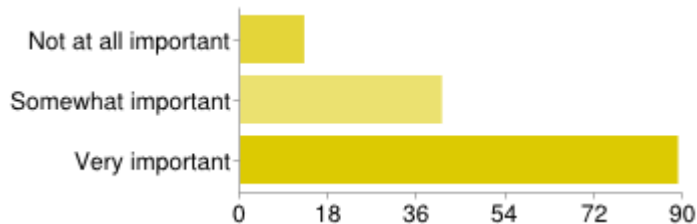
Not at all important	<b>4</b>	3%
Somewhat important	<b>55</b>	39%
Very important	<b>83</b>	58%

**Increased job marketability [6. Please rate the following items as to how much they would influence your decision to enroll in an RN-B program.]**



Not at all important	<b>2</b>	1%
Somewhat important	<b>14</b>	10%
Very important	<b>126</b>	89%

**Offered partially or fully online [6. Please rate the following items as to how much they would influence your decision to enroll in an RN-B program.]**



Not at all important	<b>13</b>	9%
Somewhat important	<b>41</b>	29%
Very important	<b>89</b>	62%

**7. Please describe any benefits a bachelor's of science in nursing would offer you, as compared to an associate degree in nursing.**

Better job opportunities and advancement within the profession improve chances of finding a job  
More opportunities to work in other fields of nursing such as management

It would allow more opportunities for nursing as well as the ability to work in a bigger hospital in a city vs rural setting. I'm older, so cost is important to me, If the cost was greater than my return I would not be interested in furthering my career, I think a BSN should not be required, I just want to take care of patients I have no interest in teaching, educating other students. I feel more education will not make me a better nurse, just a waste of precious money.

Leadership/Management opportunities, one step closer to my final goal of a MN degree. job placement Hospital employment increased employability, continuing education I am in an odd spot as I already have a bachelors degree. A BS-RN degree would be useful, but I am also looking at bridge programs to an MS-RN. More opportunities for advancement, better chance of being selected when matched with another candidate who only has AA degree. Higher pay. I plan to move to Seattle where Bachelor'd degrees are almost required. I would like to teach maybe in the lower level of nursing in the future. Also, having BSN degree , employers will prioritize me compared to Associated degree in nursing graduates. More job opportunities Additional training and understanding of the nursing process, which would facilitate better service to my patients. career advancement and increased job marketability Flexibility, management positions More job oppurtunities and higher salary It would give me the chance to further my education which could lead me to an advantage when applying for jobs More knowledge and skill for working independently in Africa. With a BSN a person is more marketable. Continuation of holding a job. Push for RN to get their BSN. Will start BSN right after school to move right along and get where I want to be. career advancement More career opportunities, higher wage, option to advance to master's degree in nursing. a greater chance of getting into an NP program Opportunites in Community Health and school nurisng Higher pay Higher Education is always a benefit to the healthcare industry. Having a BSN degree would also increase my job options related to management. Also, there are a couple of hospitals in the Seattle area that only hire BSN prepared nurses. I would like to meet the criteria for as many job oppurtunitites as possible and have a chance at competing for jobs! federal healthcare goals I would help me get a better job placement and will help in continuing my future education. Reviwing my BSN will ensure my job placement, by 2020 our local hospital is moving toward "magnet status".

BSn would give me the first step to continue my education in Nursing Career advancement Having a BSN would allow me more job opportunitites with hopefully a higher pay scale. Sense of accomplishment, more job opportunities as an RN , opportunity to work ad a clinical instructor for a college, Hlgher degree A BSN opens up alot of job opportunities that wouldn't be available to an RN. I graduated in 2012 with my AA and will have to complete my BSN online because of the area I live in. Offering this course would open up a door of opportunity to the people in your area to further their education without commuting as far. A bachelor's would allow me to advance my education and career

Many places of employment are now requiring a bachelors degree. I would be able to advance at my job. I would be more desireable as a potential employee. I would be able to apply for grad school. Job placement career opportunities Its becoming a requirment plus it increases knowledge for giving better patient care. Having the BSN makes you a greater candidate for getting hired throughout the hospital realms The benefits would be that I would be continuing my education and to better care for my patients. I Better paid job position Graduate School leadership opportunities, pay The added opportunity to advance my career and make a bigger impact in the nursing profession Increased marketability, increased knowledge, and better patient care. Career advancement, higher professional skills Job security The ability to

teach at some point/higher pay scale

more education/skills, better job placement, better pay. Greater opportunity and salary more job opportunities higher pay, better leadership opportunities It would be increased knowledge which would be better care for the patient. It would also hopefully be a pay increase or open doors that might not be opened otherwise. A last step to achieving my masters administration/teaching/community health better job opportunities More opportunity for lateral movement and also for moving forward into MSN or specialty.

Career advancement and movement within the nursing field including options for management and community health not sure it would at my age growth, career advancement It would enhance my evidence-based nursing practice. It would also enhance my career. job marketability in a field where a nurse with a BSN is more desirable than a nurse with an associates degree greater pay and career options, as well as greater knowledge of nursing theory More money, advancement, etc. Better<sup>[1]</sup>pay Many more job opportunities and more money more knowledge, better training and understanding of current nursing practice, career advancement, better outlook for job placement, and a higher income More employers are looking for bachelor's prepared nurses. Having a bachelor's would not only prepare students better for entry into the field, but would also provide students with opportunities for career advancements. Wider variety of job opportunities More job opportunities, management positions, one step closer to ARNP Ability to get a decent job Job opportunities Career advancement I would not have to take classes online or move Job advancement options and pay increase associated Better job opportunities and better pay. it could open a larger employable base for me. I understand that the coastal areas are only taking BSN. It would allow more opportunities for nursing as well as the ability higher placement opportunities in the workforce Getting employed, Advancements , higher pay, too much to list....

Would help me be more competitive in applying for jobs better placement and wages advancement within the industry. I am seeking a Masters and an ARNP Wider range of career choices available within healthcare to nurses with BSN. Higher ability to get a job. Increased performance as a nurse. I would have an opportunity to get a job easier. I would also gain more knowledge and possibly have a better pay. When applying for a job, I believe I would be highly considered because of my degree. more complete knowledge

foundation and greater job opportunity Getting a job over a qualified individual with only an ADN one step closer to a masters degree Increased knowledge, better job opportunities increased job opportunities as well as its becoming required in certain facilities more job opportunity More knowledge that can be applied to my nursing practice and the possibility of opening doors to management position. A bachelor's degree would also allow me to be considered for employment in larger hospitals on the west side of Washington State. Advancement The agencies I desire to work with are all transitioning to a bachelor's degree. more research and leadership experience, increased eligibility for graduate programs, opportunity to work as a clinical instructor someday Career advancement Job security Employment opportunities charge nurse positions, pathway to a masters, more pay higher placement opportunities in the workforce It would allow more opportunities for nursing as well.as Further Training hospital placement It would offer me more job security, the more education a nurse has the more efficient and safe they will be, and the more accessible the education, the more nurses will have the opportunity to further their education. Having a bachelor's would help me in a competitive job market, prepare me to further my education with a Master's degree, and prepare me for the day hospitals start to implement magnet status requirements. Earning my bachelors degree allows me to further my education, expand my skill set and continue on to get my Masters of Science in nursing. Many states will be requiring BSN It's a necessary step towards the clinical specialties. The state is raising all the educational requirements, and a bachelor's in nursing will help with landing positions as well. Better job placement. Having a BSN is going to be a must have in the field of nursing Easier to find jobs, more pay ability to advance to an ARNP job marketability

## APPENDIX 3: RN WORKFORCE SURVEY RESPONSES

### Summary- 421 responses

#### 1. What Nursing program did you graduate from?

South Puget Sound CC, then Grand Canyon University Wenatchee BSN WVC Big Bend Community College Big Bend Community College SPU Wenatchee Valley College BBCC WVC Idaho State University WVC AA RN program Big Bend community college walla walla community college WVC North BIG BEND COMMUNITY COLLEGE ADN LCCC in Wyoming WVC Omak Wenatchee Valley College WVC Big Bend Community College Columbia Basin College RN WVC  
San Bernardino Valley Jr College, San Bernardino CA Wenatchee Valley College Everett Community College WVC ADN from WVC WENATCHEE VALLEY COLLEGE Walla Walla Community College - Clarkston Branch WSU BSN Program wvc Wenatchee Valley College WVC Wenatchee Valley College ADN WENATCHEE VALLEY COLLEGE RN Wenatchee Valley College Olympic College TADN CBC RN at WVC Shoreline Community College Big Bend Community College wenatchee WVMC  
WVC wenatchee valley college Wenatchee Valley College CWH Hospital School of Nursing WVC for my ADN, Regis University for my BSN WVC U of North Dakota  
WVC ADN WVC Big Bend Moses Lake WVC Seattle Pacific University WVC WVC BSN Wenatchee Valley College Weber State University WVC WVC<sup>[SEP]</sup>BBCC/ WSU Associates Yakima Valley Community College WVC Wenatchee Valley College WVC Omak wvc Wen Valley College WVC WVC~NORTH wvc WVC Wenatchee Valley College Seattle University CBC ADN WVC WVC WENATCHEE VALLEY COLLEGE Wenatchee Valley College WVC RN program Westmoreland Community College, PA WVC Rn program ADN WVC wenatchee Eastern Wa University/ ICNE Loma Linda University Graceland University Wenatchee Valley

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College Wenatchee Valley College WVC wvc omak wenatchee College WVC WVC BBCC Wenatchee Valley College CBCC  
WVC Wenatchee Valley College ADN WVC WVC ICNE-WSU Valley College Wenatchee Valley College Wenatchee Valley College  
WVC Columbia Basin/BBCC Seattle Pacific University, BSN wvc<sup>[SEP]</sup>College WSU Washington State University big bend current in nursing program  
wvc ADN ICN- BSN Big Bend / Columbia Basin College UW WVC ADN Walla Walla Comm College Weber Dstate College wvc wvc WVC Shoreline Community  
El Paso Jr<sup>[SEP]</sup>U of Iowa BSN  
Wenatchee WVC ICN  
Wenatchee Valley  
College WVC walla walla community college Seattle pacific university Wen Valley College Skagit Valley College Montana Tech, Butte Montana Bellevue Community College IUPUI Indiana WVC Univ of Illinois, BSN ADN WVC University of Texas System Schools of Nursing A diploma program WVC Tacoma Community College  
WVC Associate Degree in Nursing Bronson Hospital School of Nursing ICNE WVC RN SPU WVC BIG BEND COMMUNITY COLLEGE WVC Owens Technical College WVC then ICNE RNB ADN Everett Community College WVC ADN RN  
wvc wvc Brigham Young University BSN WSU ICNE BBCC AD RN WVC bbcc  
WVC Shoreline community college WVC wvc-lpn WVC Wenatchee Valley College WVC RN BBCC/CBC AA highline college WVC ICNE WVC WVC

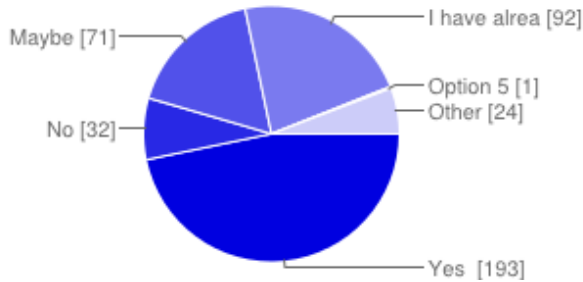


ADN-Highline Community College Spokane Community College ADN WVC-N Winona State,  
 Minn. BSN Wenatchee Valley College AAA Wenatchee Valley College WVC  
 WVC Bellevue then Seattle Pacific Univ BBCC Big Bend Community College WVC  
 WVC WVC WVC North WVC Omak WVC Wenatchee WVC Wenatchee Valley College WVC-O  
 Wenatchee Valley College WVC WVC Washington State University Wenatchee Valley College  
 Blah Wenatchee Valley College WVC Big  
 Bend Community College WVC wvc WVC Omak for Nursing Education via Eastern Washington  
 University  
 WVC BSN Intercollegiate Center MCV/VCU School of Nursing  
 WVC WVC ADN WVC WVC WVC WVC WVC Wenatchee Valley College  
 Nursing/ RN Wenatchee Valley College Wenatchee Valley College WVC WVC Big Bend CC  
 Wenatchee WVC WVC University of Washington WVC BBCC  
 portland community college ADN WVC Big Bend WVC WVC North Dakota State University  
 WVC COLUMBIA BASIN Big Bend Community College AD WVC  
 Intercollegiate wenatchee valley college WVC WVC Portland Community College  
 Wenatchee Valley College WVC Columbia Basin College WVC RN Associates Big Bend CC/  
 WSU-Spokane / Regis University Wenatchee Valley College Shoreline  
 Community College Utah ICN, WSU Community College  
 Seattle Pacific University WVC WVC WVC Wsu Univ of CBC at BBCC Allegany Community  
 College Skagit Valley  
 Big Bend Community College WVC Wenatchee Valley College Wenatchee Valley college  
 Wenatchee Valley College Wenatchee OKC Community  
 College ADN Western Carolina University Wenatchee Valley College ADN in Southern  
 California BBCC Washington State University College of Nursing Wenatchee Valley College  
 WVC Big Bend College WVC WVC (1st), OHSU (2nd), UW (3rd) wvc  
 WVC wvc WVC Community College  
 WVC ADN program wvc Washington State University Big Bend WVC Wenatchee Valley College  
 ADN CSU Chico/ California  
 WVC ADN WVC Wenatchee Valley WVC wvc ICNE WALLA WALLA COMUNITY COLLEGE  
 WVC1977 WVC WSU WVC Big Bend Community College Nursing Program WVC ADN  
 Wenatchee Valley College WVC Nevada State College  
 Grays Harbor Shoreline CC then WSU/ICNE Wenatchee Valley College Big Bend WSU & ICN  
 wvcollge BBCC Gand Canyon University RN Washington Stae  
 University Wenatchee Valley College Wenatchee Valley College ADN rgn N/A WVC ICNE WVC  
 Seattle University WVC Wenatchee Valley College Wenatchee Valley College wvc Columbia  
 Gorge Community College WVC RN-AA California State University, Hayward WVC Wenatchee  
 Valley College Wenatchee  
 Valley Collee WVC-Omak WVC WVC WVC Wenatchee Valley College Riverside City College  
 Wenatchee Valley College SF, California. Yakima Valley  
 Community College WVC ADN WVC college of the siskiyous WVC BBCC<sup>[SEP]</sup>OHSU WVC Big  
 Bend BBCC ADN Wenatchee Valley College WVC WVC<sup>[SEP]</sup>WVC wvc WVC BBCC Washington  
 State University WVC BBCC ADRN WVC  
 Associates in Nursing Wenatchee Valley College WSU<sup>[SEP]</sup>wenatchee WVC BSN ADN in  
 Alabama WVCC WVC WVC wenatchee WVC WVC wenatchee valley college Everett  
 Community College adn WEstern  
 Washington University RN to BSN BBCC- ADN Loma Linda University Big Bend Comm College  
 WVC WVC ADN, WVC WVC Community College Sauk Valley Community College WVC WVC  
 Wenatchee Valley College University of Bridgeport, CT Wenatchee Valley College Washington  
 State University Chemeketa Community College seattle central comm college

## 2. When did you graduate from Nursing school?

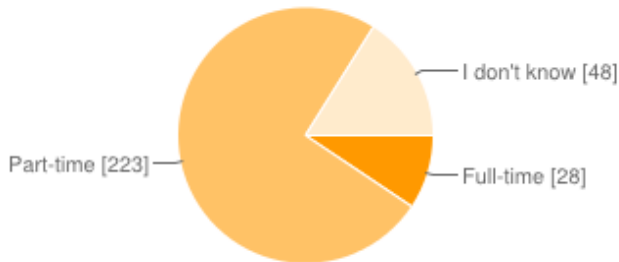
1986 2003 1986 2011 2005 2002 2005 1997 2010 1998 1983 06/2010 2010 1998 6/2009 2010  
1982 1985 1991 2001 2008 2004 2005 2009 1976 1999 1995 1978 1991 1987 2008 1989  
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June 2012 2010 1994 1983 1995 1996 1997? 1974 2009 2009 2007 2010  
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Dec2011 1992 1999 1986 2009 1976 2011 2011 2010 2009 12/05 1972 2010 2011<sup>[SEP]</sup>2006 2009  
2003 2012 2005 2004 '75 1981 1999 2007 2006 2013 December2008 2002 2006 1981 N/A  
2009 1980 2011 1983 2007 2007 2010 2005 1977 2010  
2011 2005 2009 1996 2011 1979 2005 2001 2000  
2006 1993 2006 2004 2002 1991 2006 2009 2006 June 2012 2009 1993 2004 2007 1978 1981  
1983 1996 2008 May,2012

**3. If Wenatchee Valley College offered an RN-B program, which is a pathway to the bachelor's of science in nursing degree for nurses with an RN credential and an associate's degree, would you consider participating?**



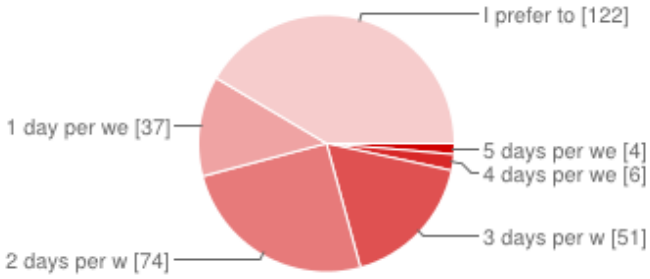
Yes	<b>193</b>	47%
No	<b>32</b>	8%
Maybe	<b>71</b>	17%
I have already earned a BSN (no need to complete the remainder of the survey - thank you)	<b>92</b>	22%
Option 5	<b>1</b>	0%
Other	<b>24</b>	6%

**4. Would you prefer to attend fulltime (approximately 15 credits per quarter, or 3 classes) or part-time (10 credits, or two or fewer classes per quarter).**



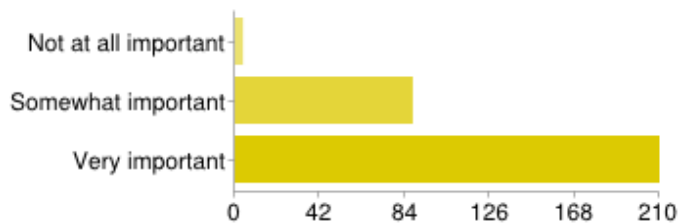
Full-time	<b>28</b>	9%
Part-time	<b>223</b>	75%
I don't know	<b>48</b>	16%

**5. How many days per week could you come to Wenatchee Valley College for classes?**



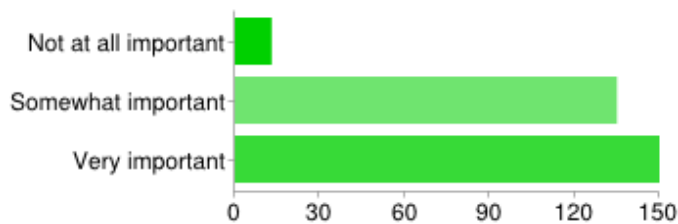
5 days per week	4	1%
4 days per week	6	2%
3 days per week	51	17%
2 days per week	74	25%
1 day per week	37	13%
I prefer to do all my work online	122	41%

**Affordability [6. Please rate the following items as to how much they would influence your decision to enroll in an RN-B program.]**



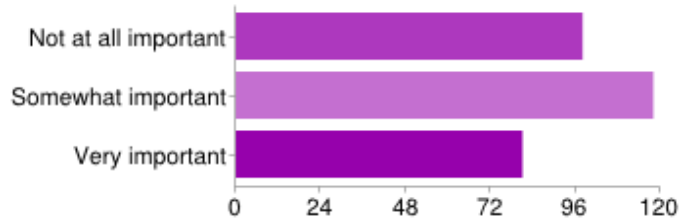
Not at all important	4	1%
Somewhat important	88	29%
Very important	210	70%

**Career advancement [6. Please rate the following items as to how much they would influence your decision to enroll in an RN-B program.]**



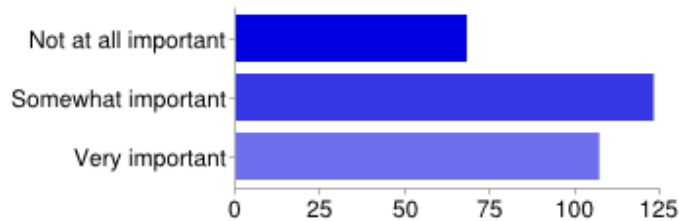
Not at all important	13	4%
Somewhat important	135	45%
Very important	150	50%

**Graduate school option post- bachelor's degree [6. Please rate the following items as to how much they would influence your decision to enroll in an RN-B program.]**



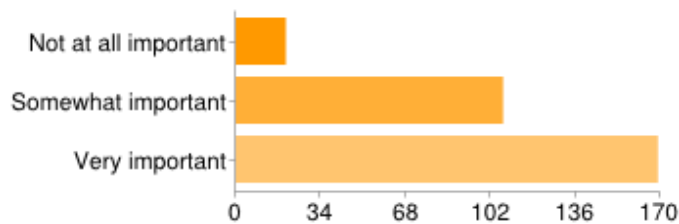
Not at all important	<b>98</b>	33%
Somewhat important	<b>118</b>	40%
Very important	<b>81</b>	27%

**Internships / clinical placements [6. Please rate the following items as to how much they would influence your decision to enroll in an RN-B program.]**



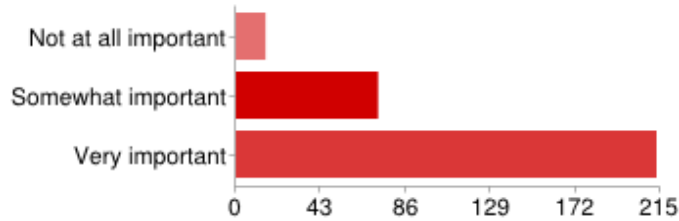
Not at all important	<b>68</b>	23%
Somewhat important	<b>123</b>	41%
Very important	<b>107</b>	36%

**Increased job marketability [6. Please rate the following items as to how much they would influence your decision to enroll in an RN-B program.]**



Not at all important	<b>20</b>	7%
Somewhat important	<b>107</b>	36%
Very important	<b>169</b>	57%

**Offered partially or fully online [6. Please rate the following items as to how much they would influence your decision to enroll in an RN-B program.]**



Not at all important	<b>15</b>	5%
Somewhat important	<b>72</b>	24%
Very important	<b>213</b>	71%

### 7. Please describe any benefits a bachelor's of science in nursing would offer you, as compared to an associate degree in nursing.

Since CWH doesn't pay that much extra for a BSN I can't justify sacrificing money to spend on myself for school, when my children are my focus. If I felt that I would get paid 2.00 or more an hour I would think about this more carefully. Women with children working full time can't afford BSN program. Some can, but my kids come first. Opportunities for management I would be more knowledgeable which would help me with my current job overall nothing at this point with my career. Higher career advancement Fulfill a personal life-long but delayed goal. Increase credibility and viability in my current role. Potential for advancement.

Step closer to MSN degree. Career advancement Career advancement Age is my barrier at this time, however, RN-B would permit me to further my education. I plan to work more years and would like to do graduate work....for my own benefit, as well to possibly become an educator myself. MORE OPTIONS, WOULD LOVE TO BE A CLINICAL INSTRUCTOR FOR

WERNATCHEE VALLEY COLLEGE The benefits are it is required to advance to management positions increase in wages, meeting professional requirements for career advancement, PERSONAL ACHIEVEMENT, CONTINUED EDUCATION, ability to do more than office nursing International nursing. Job security in the future. PS I am VERY excited about this program! At this point in my career, it would give me the option to advance into a management role if I should choose to do so. advanced pay and opportunities in nursing uncertain in this valley the need for BSN for career advancement however outside the valley I believe it to be critical for new grads to have BSN Job advancement more money Eventually being a CRNA pay increase Biggest benefit would be to advance in my nursing career (management, research, etc.)

Marketability, and advancement. more informed, more well rounded nursing The only reason I would want an advanced degree is if I was interested in becoming a manager or midwife or something else. I am not interested in doing any of those things. My focus is scaling back on my career, not taking on more responsibilities. Also, there is not financial reward for doing so at my workplace (or any other that I have worked at). increased knowledge management skills and leadership/supervising skills job availability PAY INCREASE small pay increase

Admin work More opportunities at varied positions career advancement further opportunities in advancing into management or teaching fields of nursing job security if changes are made to require BS degree in the future. I am nearing the end of my career, hopefully in 5 to 10 years and I do not see the benefit of a BN degree at this time. I certainly thought of it in the past and my personal life got in the way None other than more knowledge Not sure Increase in wages keep up learning new skills in nursing Not as much benefit as you would think. I guess school nursing or teaching might be an option, but really there is not much incentive for nurses to get their BSN unless they are planning to continue further education. More ability to increase my

education from that point on. More opportunity future career in management or becoming a pa or arnp I am retiring in less than 10 years, what I spend on a degree is not going to make me happy to have to get a bachelors degree none at this time It increases your marketability, even in this community. To become a great leader, people look at your degree-not just your clinical skills. career advancement from manager to director INCREASED JOB OFFER The BSN would provide opportunities such as working in leadership roles and better preparation for graduate studies. Not sure it would offer anything that my associat degree offeres. Closer to my<sup>L</sup><sub>SEP</sub>NP jobs, career advancement, stronger aducation back ground CHANGE OF JOBS Not sure I already have advanced degrees inareas other than nursing It is not necessary, nor would it benefit me in my current position. However, with the constant changes in health care I could see it become a requirement or should I attempt to move to inpatient care. Offered a pay incentive at work. Also knowledge obtained through program. I already have a Bachelors of Science (however not in Nursing) so I would not benefit greatly from it. If it was a quick and affordable program, I would consider it however. flexibility in job market Travel nursing, jobs in big city hospitals. Continuing education beyon BA personal goal High pay,more knowledge! not sure here in the Valley unles you are wanting a management position More learning and further career opportunities more choices in management and community health jobs better advancement possibilities career advancement Open up marketability in case I need to leave bedside nursing Increased Knowledge & Payrate. Increase possibility for advancement into leadership position in specialized field. required for some jobs, not sure if it would put me in a different pay bracket, but that would influence me too as I am at the top of my pay scale now. for career advancement I could teach offer more RN positions I feel like it is becoming the standard for nurses and I feel it is important to keep up with what is being expected. This would help me improve the quality of care I deliver in my current position. Increase in pay at CWH, but no change in area of practice Management opportunities Nothing At All. Maybe \$.50 an hour increase in pay, compliance with upcoming regulations, greater desirability for employers MORE AVENUES TO CHOOSE FROM ? Marketability Continued learning advancement in career not sure WITH BSN I WOULD BE MORE MARKTABLE IN OTHER STATES increase knowledge and pay scale opportunity personal growth and job security Increased Knowledge, personal education goal personal development None! As an RN more education does not always make a better nurse. None Increased pay and knowledge.salary,opportunity None in this job More opportunities graduate school entrance Career Advancement/Personal goal personal fulfilment, increased knowledge and confidence management or education jobs that are less taxing on the body as I age. More money. Variety. CWH used to hire mostly BSNs when I came in 1984...so I would like to see a swing back to the middle somewhere. Hope the program works here. managerial jobs The bachelors degree is a stepping stone to management opportunities. Other than that the BSN doesn't really offer any advantges but requires substantial time and expense with no correlating salary increase. In short, unless one is planning on post grad education, the BSN offers no real value for the cost. Many universities are offering online BSN at a reasonable cost with no classroom time. WGU as an example allows for fixed pricing and work at your own pace method. More maketable if move to a different area. Options for management positions Job advancements None currently since most places say Bachelors or experience preferred Opportunities into administration, possibilities of going onto ARNP if I decide to. money Keeping my money local, and being able to stay closer to my family but advance my career as well. Graduate school Pay increase Increased pay in current job. Easier to go into masters program later. Will probably be required in future at current job. At my age, I could not ever pay off None I work in IT advancement would make me more marketable in the future Career advancement, more pay, I would like to specialize in Pediatrics more job opportunity It helps with administraitive work Ability to take positions that req bachelors. teaching opportunities may open a few more career opportunities job accecability Nothing in my

current job. I would prefer going to classes at the college, but they would have to be night classes. I work Monday through Friday 8 to 5 pm. Management more opportunities for advancement in the nursing field increased salary unknown none, unless I wanted management, I got into nursing to perform hands on care, not manage none now I would like to go into teaching. Requires a masters Possibility to be a manager or supervisor. Also increased pay at some facilities. job marketability Higher pay raise, opportunities for advancement in current job, career advancement .Currently there is no clear benefit in the Wenatchee Valley to having a BSN. Having said that there is no promise of a job here either and I know if I had to go somewhere else that a BSN would make a huge difference in my marketability. I think every nurse should continue to learn and grow. I hold certification in my specialty but would enjoy going back to school (at age 50) if it was financially reasonable and logistically convenient. I would prefer to do all courses on line however if courses were offered at WVC would make it work to attend classroom time. management Position in management or administration WORK IN AN ALL BSN HOSPITAL not much at my age self accomplishment none at this point, I am a bedside nurse, have been for 30 yrs, that is what I like. No desire for management, staffing etc. future management/different nursing certifications Ability to advance career towards MSN It is nice to have the confidence continuing education gives one. But the increased marketability is also a nice caveat as well. allow me to go towards Master's career advancement Not much actually but I like to study. Increased job marketability 1) It would place me higher on the employment ladder, 2) I would have more training and skills as a BSN than an ADN, 3) more facilities are looking for BSN's instead of ADN's, 4) i would have the ability to move into a management position with a BSN and 5) possibility of high pay with BSN. May allow me to attend a masters or DON school later on. I have not decided if this is the path I want to take for sure. I have a Bachelor's in another subject, and I believe there are grad programs out there that do not require a BSN in addition. future compliance I see none for myself, as I already have a BA in another subject, and advancing my education at my current place of employment would not increase my wage. Offering a pathway into management positions Opportunity price makes a difference and time. My career will not change much and neither will my pay increase, but it is something i would like to do to advance in other areas. Working towards ARNP job advancement More job opportunities advancement At this point in my career after 29 years a BSN would mean nothing to me personally. Better position to get Masters. More job opportunities in management. better comprehension; self accomplishment Career advancement Offering a BSN I feel is mandatory and complies with the IOM goals for nursing. I have completed a BSN, MN, and DNP since graduating from WVC complete my education More knowledge in the advancement of nursing career advancement LOOK GOOD ON MY RESUME options for career advancement I am currently attending the RN to BSN program at WSU. If Wenatchee were to offer such a program I would be interested if I were not already at WSU. JOB ADVANCEMENT A BSN would open up more job opportunities. it is required for many nursing jobs now. allows you to work in a setting other than direct pt care. also increase in pay Greater job opportunities outside the valley I may actually want RN/BA to MSN marketability I WANT A BACHELORS OF SCIENCE SO THAT I CAN BE MORE COMPETITIVE WITH MY NURSING PEERS. SO I CAN BE MORE HIGHLY VALUED TO THE HOSPITAL THAT I WORK. I would have a chance at a manager/leadership role. None to date. I'm sure it will be a factor in the future. Relevance and security in the future as a practicing RN! my opportunities in administration type roles Really unsure none-very close to retirement ability to travel, increased marketability Career Advancement and ability to move state to state More job opportunities. More clinical time to learn/ refine nursing judgement skills, pay advances at work, increased knowledge base/ more in depth study Pathway to additional formal schooling more institutions are preferring BSN prepared RNs over ADN prepared RNs broader education NONE AT MY CURRENT POSITION gateway to pursuing Master's in Nursing Management higher pay rate, more competitive in job market Advancement more employment options Increased



compensation, and job opportunities, higher education Movement up professional ladder maybe a slight increase in pay? increased hourly salary Being able to work at a teaching hospital, possibly go to CRNA school most hospitals are leaning towards having nurses with BSN increased nursing knowledge MAKE ME AVAILABE FOR MANAGEMENT POSITIONS more options Advancement at the hospital Career advancement and management Employment Opertunity, Graduate School Options. Assist with current role as and Rn and open oppurtinities for advancement in management/Education none Career maketabilty, and advancement Many benefits - advancements mostly. ADVANCEMENT To continue on for my MSN increase job market options JOB not sure.ability to work in a management role MORE JOB OPPORTUNITY personal accomplishment no idea Increased knowledge, gateway to masters program Salary self satisfaction job opportunities More pay, better job opportunities. Credibility, INCREASED KNOWLEGE TO PROVIDE BETTER PT CARE AND SELF IMPROVMENT IN MY NURSING SKILLS. management positions Job flexibility More opportunities None none jobs more job opportunites ability to teach job opprotunity

## APPENDIX 4: LETTERS OF SUPPORT



Central Washington Hospital & Clinics  
1201 S. Miller St.  
Wenatchee, WA 98801  
509.662.1511

August 22, 2013

Marty Brown, JD  
Executive Director  
WA State Board for Community and Technical Colleges  
PO Box 42495  
Olympia, WA 98504-2495

Dear Mr. Brown:

On behalf of Confluence Health-Central Washington Hospital & Clinics, I am writing in support of the development of an RN-to-BSN program at Wenatchee Valley College (WVC). A baccalaureate prepared workforce is going to be necessary as we move into the future. Many nurses already recognize the need and are struggling with how to achieve that goal. Wenatchee Valley College is the logical partner for these nurses.

Our local healthcare facilities all rely on Wenatchee Valley College to provide nurses who will live and work in our community and region. Wenatchee Valley College serves a community and large geographic area without a baccalaureate program other than on-line options. While on-line programs serve some students well, distance learning does not meet all students' needs. This community deserves access to a respected and academically sound BSN program, to serve nurses, employers and ultimately patients.

We are in full support of the Institute of Medicine goal of at least 80% of RN's having a BSN or higher by 2020; Wenatchee Valley College will be an important partner in achieving this goal.

Sincerely,

A handwritten signature in black ink that reads "Tracey Kasnic".

Tracey Kasnic, RN, BSN, MBA, CENP  
Chief Nursing Officer

TK/amw



November 6, 2012

Marty Brown, JD  
Executive Director  
WA State Board for Community and Technical Colleges  
PO Box 42495  
Olympia, WA 98504-2495

Dear Mr. Brown,

On behalf of the Board of Directors of the Washington Center for Nursing, I am writing in support of the development of an RN-to-BSN program at Wenatchee Valley College (WVC). The continuing and growing challenge to provide an adequate and appropriately-educated nursing workforce to lead and care for our population requires expansion of our educational capacity.

The national recommendations from the Institute of Medicine study ("Leading Change, Advancing Health" 2010) commissioned by the Robert Wood Johnson Foundation to investigate whether the nursing profession is prepared for healthcare reform and an expanding and more diverse, aging population coincide with the recommendations in the Master Plan for Nursing Education in Washington State (2008). With the population growth in Washington, adding older and more diverse individuals, healthcare needs are dramatically shifting from a focus primarily on acute-care, with more predictability and emphasis on skills to a focus on community health, transitions-of-care management, patient and family guidance and education, end-of-life care, the complexities of multiple morbidities, and population care.

New care requirements demand education beyond the basic pre-licensure Associate Degrees in Nursing currently provided so expertly by our Technical and Community Colleges. To ensure employability of these nurses for their own futures, as well as to ensure that we have the nursing workforce ready to care for WA as needed, more capacity to provide the BSN completion is necessary.

Wenatchee Valley College serves a community and large geographic area without a baccalaureate program other than on-line options. While on-line programs serve some students well, distance learning does not meet all students' needs. This community deserves access to a respected and academically sound BSN program, to serve its employers as well as its people.

WVC was included in our recently-awarded \$300,000 RWJF Academic Progression in Nursing grant to expand RN-to-BSN education in WA, as one of several institutions expanding their offerings. We committed to meet the national goal of at least 80% of RN's having a BSN or higher by 2020; we support WVC's initiative to be part of helping to achieve success.

Don't hesitate to call or email if I can provide more information for you.

All the best in this new role!

Linda Tieman RN MN FACHE  
Executive Director

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