

# Green River College



Bachelor of Science in Nursing Phase I  
Application and Feasibility Study

Prepared for the Nursing Care Quality  
Assurance Commission

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## **Green River College LPN to BSN Feasibility Study**

### **Background and History**

Green River College is a public two-year college that offers educational opportunities in transfer, career technical, four-year applied baccalaureate degrees, adult basic education, and community and continuing education. Green River is centrally located between Seattle and Tacoma in Auburn, Washington. The college's main campus has been in its current location since 1965—a beautifully wooded hilltop campus of 250 acres. Over time, as community needs expanded, the college added branch locations in downtown Kent (1986), Enumclaw (1996), and downtown Auburn (2016). Green River is the third largest of 34 community and technical colleges in Washington State. The college's service area spans the cities and school districts of Kent, Auburn, and Enumclaw in South King County, which has seen tremendous growth and rapidly increasing diversity. In 2020-21, Green River served over 14,081 credit and non-credit students, representing 7,785 annualized full-time equivalent students.

The Practical Nursing program at Green River began 1964, after the directors of nursing at the Auburn Hospital contacted the college requesting the development of a practical nursing program. The program was approved by the Washington State Board of Practical Nurse Examiners on July 17, 1964 and has been serving the community ever since. Since 1965, the program has graduated more than 1,300 practical nurses and has seen three generations of nursing students graduate from the program. The Nursing department offers three programs which includes Practical Nursing (PN), Nursing Assistant, and MA-Phlebotomy. The Practical Nursing program is a full-time, 4-quarter program that runs on an annual basis, with admissions once a year accepting up to 40 students. The practical nursing students begin the program each fall and graduate at the end of the summer quarter with the annual pinning ceremony.

### **Purposes and Classification of the Program**

In accordance with WAC 246-840-510, Green River College is proposing to expand its nursing offerings to include a ladder option from a two-year Associate Practical Nursing program (PN) to a Bachelor of Science in Nursing (BSN). Currently, licensed practical nurses (LPNs) have limited opportunities for academic progression. The proposed program will provide opportunities for LPNs who wish to continue with their nursing education and achieve their goal of becoming a registered nurse (RN). By adding a BSN option, the college will meet the changing healthcare needs of the South King and Pierce Counties. As of 2019, there were 3,896 licensed practical nurses in Pierce and King Counties, which makes up approximately 48% of the state's licensed practical nurses.<sup>1</sup>

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<sup>1</sup> [https://www.wcnursing.org/wp-content/uploads/documents/reports/2020-June-UW-CHWS-WCN\\_2019-WA-State-LPN-Workforce-Survey-Data-Report.pdf](https://www.wcnursing.org/wp-content/uploads/documents/reports/2020-June-UW-CHWS-WCN_2019-WA-State-LPN-Workforce-Survey-Data-Report.pdf)

## **Current and Future Supply and Demand**

### National Supply and Demand

The nursing shortage continues to be a concern nationally and in this region. According to the U.S. Census Bureau the number of US residents age 65 and over is projected to be 82 million by 2030.<sup>2</sup> As the population ages, the need for geriatric care increases, including care for individuals with chronic diseases and comorbidities. As the need for health care grows, the shortage of qualified and culturally competent bachelor's degree prepared registered nurses is expected to grow.<sup>3</sup> In addition to the current nursing shortage, nearly one-third of the nursing workforce is older than 50, which may signal a large wave of retirements over the next 15 years.<sup>4</sup> In a *Health Affairs* blog posted on May 2017, Dr. Peter Buerhaus and colleagues project that more than 1 million registered nurses will leave the workforce by 2030.<sup>5</sup> The U.S. Bureau of Labor Statistics projects employment of registered nurses to grow 7 percent from 2019 to 2029, faster than the average 4 percent for all occupations with a total of 175,900 openings for registered nurses each year until 2029.<sup>6</sup>

Even though the American Nursing Association (ANA) has advocated that all registered nurses should hold a bachelor's degree since 1964, only 55% of registered nurses in 2013 held a bachelor's degree or higher.<sup>7</sup> Furthermore, in 2019 only 33% of first-time NCLEX-RN test-takers were graduates of a baccalaureate nursing program.<sup>8</sup> The National Academy of Medicine echoes the ANA's belief that the increasing complexity of nursing care warrants a higher educational standard. In 2010, the National Academy of Medicine, then known as the Institute of Medicine, released a report (2010 IOM Report) recommending an increase of bachelor's prepared registered nurses to 80 percent by 2020. In their report, the Institute of Medicine emphasized extensive research linking higher levels of nursing education with better patient outcomes in acute-care settings.<sup>9</sup>

### Regional Supply and Demand

According to the annual Workforce Needs Survey conducted by the Washington Health Workforce Sentinel Network, the percentage of medical facilities in King County experiencing exceptionally long vacancies for registered nurses increased from 5% in Spring 2020 to 33% in Spring 2021. In Pierce County, the percentage of facilities experiencing exceptionally long vacancies for registered nurses increased from 11% in Spring 2020 to 38% in Spring 2021.<sup>10</sup>

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<sup>2</sup> AACN Fact Sheet - Nursing Shortage (aacnnursing.org)

<sup>3</sup> <https://www.aacnnursing.org/news-information/fact-sheets/enhancing-diversity>

<sup>4</sup> 2018 National Sample Survey of Registered Nurses (hrsa.gov)

<sup>5</sup> How Should We Prepare For The Wave Of Retiring Baby Boomer Nurses? | Health Affairs

<sup>6</sup> <https://www.bls.gov/ooh/healthcare/registered-nurses.htm>

<sup>7</sup> nursing-workforce-nchwa-report-april-2013.pdf (ruralhealthinfo.org)

<sup>8</sup> [https://www.ncsbn.org/2019\\_NCLEXExamStats.pdf](https://www.ncsbn.org/2019_NCLEXExamStats.pdf)

<sup>9</sup> Institute of Medicine (US) Committee on the Robert Wood Johnson Foundation Initiative on the Future of Nursing, at the Institute of Medicine. The Future of Nursing: Leading Change, Advancing Health. Washington (DC): National Academies Press (US); 2011. PMID: 24983041.

<sup>10</sup> <https://wa.sentinelnetwork.org/findings/>

Furthermore, the COVID-19 pandemic has intensified the shortage of registered nurses. The Washington Center for Nursing released a study in June of 2021 showing that 69% of the responding nurses working during the height of the pandemic reported moderate or extreme COVID-19-related staffing concerns and 42% thought about or made plans to leave the field altogether.<sup>11</sup> Furthermore, more than one-third of RNs (37%) retired or thought about retirement earlier than originally planned.

MultiCare, one of the largest medical employers in the region recently announced it made the decision to require all registered nurses to obtain a BSN within three years of hire to meet or exceed future healthcare challenges and to have nurses with professional development that facilitates an understanding of cultural, political, economic, and social issues that impact the healthcare delivery system (see Appendix A).

In response to 2010 IOM report recommending an increase in the percentage of registered nurses with a bachelor's degree or higher to 80% by 2020, a group of Washington State nursing leaders formed a statewide initiative called *Action Now!* to transform the state's nursing education system.<sup>12</sup> One of the strategies of this initiative includes providing opportunities for nurses to advance their education.

#### Local Supply and Demand

A survey of all students enrolled at Green River between Fall 2020 and Summer 2021 found that 70% of the respondents (n=492) were interested in an LPN to BSN program. Of the Green River students that responded to the survey, 68% identified as a student of color, 30% reported being the major or only source of income for their family, and 58% reported being the first in their family to go to college (See Appendix B). Likewise, a survey of recent (2017-2020) PN graduates (n=71) found that 65% of the respondents were interested in pursuing an LPN to BSN program and of the remaining respondents, 24% were already enrolled in an academic progression program (either RN or BSN). The top three themes identified as barriers to continuing their nursing education were program availability nearby, lack of bridge options, and work and family responsibilities. Of the graduates that responded to the survey, 53% identified as a student of color, 46% reported being the major or only source of income for their family, and 49% reported being the first in their family to go to college (See Appendix C).

Demand for registered nursing within a 50-mile radius of Auburn, Washington is evident with more than 6,000 registered nursing positions posted on Indeed.com, and many offering employment incentives. For example, in a recent Indeed job posting for Auburn Medical Center, MultiCare will offer a 20K sign-on bonus and a 20K in student loan forgiveness, and up to 10K as a relocation bonus for a two-year commitment (see Appendix D).

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<sup>11</sup> 2021-June-WCN-SIA-COVID-19-Impact-on-the-Nursing-Workforce-Study.pdf (wcnursing.org)

<sup>12</sup> Action Now! – Washington Center for Nursing (wcnursing.org)

### Barriers to Academic Progression

As of 2019, there were 3,896 licensed practical nurses in Pierce and King Counties, which makes up approximately 48% of the state's licensed practical nurses.<sup>13</sup> Though interest in baccalaureate and graduate nursing programs is strong, qualified applicants are being turned away from nursing programs at the community college and university level.<sup>14</sup> According to 2017 data from the National League for Nursing (NLN), Washington State nursing programs turn away an estimated 34% of qualified applicants.<sup>15</sup>

Recently, 8,000 practicing LPNs in Washington State were surveyed to determine their interest in academic progression.<sup>16</sup> More than 2,000 LPNs completed the survey, with nearly half reporting being the only source of income for their family. Findings showed that 74% reporting being "very interested" in academic options for nursing progression. Respondents with the highest interest were single parents, first-generation, and non-native English speakers. From the open-ended comments, several themes emerged including the inability to work while enrolled, lack of access and program options, barriers to enrolling, and perceived inequities in academic advancement opportunities for LPNs. Comments from the survey highlighting the need for equitable pathways for LPNs to RN included:

*"I don't know how to work enough hours to still pay my rent and bills while also going to school and doing well. I'm a single mom with only my income supporting us. I could support us better as an RN and get my dream job, but I don't know how to do it financially."*

*"The number one thing holding me back from continuing my education is my previous classes not counting after a certain amount of time, e.g. chemistry, microbiology, math, etc. It's discouraging to think that I would have to retake them all before even applying to an RN program."*

*"After fifteen years of helping out because of short staffing and the many other sacrifices that my family and I have made, I am essentially starting from scratch like everyone else trying to get into an RN program. One would think that LPNs would get some priority or a paved way to get into a program. Please consider allowing LPNs who have ten or more years of experience to get into programs a little easier."*

Likewise, the nursing department conducted four focus groups in February and March of 2020 with currently enrolled LPN students to find out about their experiences with accessing pathways to becoming an RN. Barriers that were identified to enrolling in an RN program included cost of attendance, the inability to work while enrolled, the variety of admission requirements and policies

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<sup>13</sup> [https://www.wcnursing.org/wp-content/uploads/documents/reports/2020-June-UW-CHWS-WCN\\_2019-WA-State-LPN-Workforce-Survey-Data-Report.pdf](https://www.wcnursing.org/wp-content/uploads/documents/reports/2020-June-UW-CHWS-WCN_2019-WA-State-LPN-Workforce-Survey-Data-Report.pdf)

<sup>14</sup> AACN Fact Sheet - Nursing Shortage (aacnnursing.org)

<sup>15</sup> Nurses at the Table: Action Now! for Nursing Education (nursingworld.org)

<sup>16</sup> Baroni, M., McCoy, K. & Samms, J. (2019-2020). LPN-to-BSN Pathway Planning: Action Now! Academic Progression in Nursing, [Grant]. Western Washington Premera Blue Cross, Mountlake Terrace, WA.

regarding pre-requisite course work, and accessibility to programs (capacity and location). The students also expressed being frustrated about the limited pathway options in Washington that allow for seamless transitions with minimal lag time between steps as well as concerns about getting tired and losing hope with the current multi-step educational pathways. Comments highlighting the need for equitable pathways for LPNs to RN included:

*"I feel there are a lot of options once you get to RN, but to get to RN there are not a lot of options. It's that jump between LPN and RN, there is not a lot"*

*"Those options or few options [that are available], it's like none of them are easy, none of them are good, like you don't have good chances with any of them and that's the most frustrating part."*

*"Competitive programs and not being able to get in. I feel like I'm working against my age. Is it worth fighting to get in? By the time I do get in, I'm gonna be like super old or do I want to stop and spend time with my kids or earn a paycheck?"*

*"There aren't enough programs that cater to LPNs that do want to continue their education. A lot of LPNs I have worked with said that's why they didn't continue. They've been in practice for so long that they just don't keep up with the changing prerequisites."*

*"Community college is just so much more ideal. I've paid out of pocket for all of my school so far. I don't want to go further, like beyond the community college level, until I absolutely have to. Also, just the limited amount of options that we have is really hard, it's so competitive and people wait years to get in which is challenging."*

To address the nursing shortage and limited access to academic progression, the Washington Nursing Commission is collaborating with the State Board for Community and Technical Colleges (SBCTC) to address needed pathways from LPN to RN or BSN. The work began in summer 2019, when members of the Nursing Commission and the SBCTC convened a large workgroup called LPN Academic Progression consisting of representatives from nursing programs at Washington community colleges and four-year universities. The goal for the workgroup is to develop a statewide DTA/MRP for LPN programs that will facilitate a seamless progression from LPN to RN or BSN both within the community college system as well as between the community colleges and four-year universities.

The workgroup identified four institutions to start this work, which included three community colleges (Green River College, Columbia Basin College, and Wenatchee Valley College) and one four-year university (Saint Martin's University). The three community colleges are currently in the process of developing a shared common coursework for an LPN to BSN pathway for the community college system. Saint Martin's developed a pathway that feeds LPNs into their already established RN to BSN program and admitted its first cohort of 14 students in Fall 2021. Green River was awarded an [SBCTC's HEET](#) grant (\$232,000) for 2021-22 to begin working on an LPN to BSN pathway.

## **Availability of Qualified Nurse Administrator and Faculty**

### Nurse Administrator

The nurse administrator (referred to as the associate dean of nursing henceforth) is educationally and experientially qualified for the role and administratively entrusted with the responsibility and authorization to provide the leadership needed to achieve the proposed program's expected outcomes. The associate dean of nursing position is a non-faculty, exempt 12-month position.

The associate dean of nursing meets the education and experience required for the nurse administrator as outlined by WAC 246-840-517. She holds a BSN, a Master's in Nursing Education, and a PhD in Nursing from the University of Washington. She has adequate preparation in education that includes teaching adults, adult learning theory, teaching methods, curriculum development, and curriculum evaluation, and more than six years of teaching experience in nursing education. She has 10 years of experience working as a nurse that includes experience with Med-Surg/Tele, Critical Care, Emergency, Charge Nurse, and working as a House Supervisor (See Appendix E).

The associate dean of nursing has a current nursing license and is qualified for the role and responsibilities to oversee the administration of the proposed program. She has worked as the chief academic nurse administrator for the college's Nursing program for the last four years. The associate dean of nursing has experience with baccalaureate and master's level nursing education. She has served on several supervisory committees for master's students and had guest lectured at University of Washington at both the baccalaureate and master's level. During her PhD program, she served as a research and teaching assistant for a baccalaureate community nursing health course.

With four full-time nursing faculty in the current program, the associate dean of nursing is able to dedicate 100% of her time to fulfilling the obligations of her role as nurse administrator. The program will request a fifth full-time faculty member in the 2020-21 budget request process to continue to support the expansion of the nursing department's offerings. As the nursing department expands its offerings, the associate dean of nursing will continue to dedicate 100% of her time to fulfill the obligations of her role as the chief academic nurse administrator.

### Nursing Faculty

The nursing department's faculty are qualified and diverse to meet the proposed program's goals and expected outcomes as outlined in WAC 246-840-526. All the nursing faculty hold an active and unencumbered licensure as registered nurses. The program currently has four full-time (1 tenure and 3 tenure-track) faculty, of which three hold a master's degree or higher. The fourth holds a Bachelor of Science in Nursing (BSN) and is currently enrolled in a master's in nursing education program with an expected completion date of December 2021.

Two of the tenure-track faculty are anticipated to become tenured in January 2022 and the third in January 2023. The nursing department is requesting a fifth full-time, tenured faculty position during the 2021-22 academic year with a start date of Fall 2022 as well as a sixth full-time, tenured position during



the 2022-23 academic year with a Fall 2023 start date. Furthermore, one of the full-time faculty members is given 1/3 release time to staff and coordinate the nursing lab and simulations. The nursing department also has nine adjunct (part-time) faculty, of which seven hold a master's degree. The two remaining adjuncts are in a masters or doctoral program with expected completion dates of December 2021 (MSN) and June 2023 (DNP). The nursing department anticipates hiring additional adjunct faculty with a variety of clinical specialties to facilitate lab, clinical experiences, and specialty lecture content for the new LPN to BSN program. The nursing department has two guest lecturers that currently cover specialty content in the LPN program. These faculty are presently enrolled in either a masters or doctoral program and once completed will teach within their specialty in the proposed LPN to BSN program as well. Table 1 below lists the credentials and clinical expertise by the nursing faculty.

| <b>Table 1. Nursing Faculty Credentials</b>            |  |                     |  |
|--|--|---------------------|--|
| <b>Faculty/Staff</b>                                   | <b>Faculty Credentials</b>   | <b>Yrs. of Exp.</b> | <b>Clinical Expertise</b>  |
| <b>Nurse Administrator (Associate Dean of Nursing)</b> |  |                     |  |
| Nurse Administrator*                                   | Ph.D., University of Washington-Seattle, 2018<br>MN, University of Washington, 2015<br>BSN, University of Washington, 2013<br>RN, Tacoma Community College, 2012 | 9                   | MedSurg/Tele, Critical Care, Emergency, Charge Nurse, House Supervisor                               |
| <b>Full-Time Faculty</b>                               |  |                     |  |
| Faculty 1<br>(Tenure-track)                            | MN, University of Washington, Expected completion date of 12/2021<br>BSN, Kwantlen Polytech University, 2007   | 14                  | Critical Care, MedSurg/Tele, Chemical Dependency, Emergency, Palliative, Charge Nurse, Mental Health |
| Faculty 2*<br>(Tenure-track)                           | MSN-Ed, Grand Canyon University, 2017<br>BSN, Texas Women's University, 2003   | 18                  | Pediatrics, Emergency (Adult and Pediatric)  |
| Faculty 3<br>(Tenure-track)                            | MN, University of Washington, 2015<br>BSN, University of Washington, 2013<br>RN, Tacoma Community College, 2012<br>LPN, Renton Technical College, 2005           | 16                  | Community and Public Health, Case Management, Pediatric Health Coordinator, Home Health              |
| Faculty 4<br>(Tenured)                                 | MA (Nursing), New York University, 1987<br>BSN, Western Connecticut State University, 1976   | 45                  | Nephrology, Intensive Care, MedSurg, Charge Nurse, Orientation/Refresher Coord.                      |
| <b>Adjunct Faculty</b>                                 |  |                     |  |
| Faculty 5*   | MSN, Western Governor's University, 2020<br>BSN, San Francisco State University, 2009  | 12                  | Pediatrics-MedSurg, Oncology, Vascular Access  |
| Faculty 6*   | MSN, University of Washington, 2018<br>BSN, University of Washington, 2012   | 9                   | Pediatrics, Women's Health, Urgent Care, Primary Care, Oncology, Diabetes                            |
| Faculty 7  | MSN, Texas A&M University, Expected completion date of 12/2021<br>BSN, Seattle Pacific University, 2015  | 17                  | Gastroenterology, MedSurg, PACU, Charge Nurse  |

| Faculty/Staff          | Faculty Credentials  | Yrs. of Exp. | Clinical Expertise  |
|------------------------|--|--------------|---|
| Faculty 8              | MSN, University of Washington, 2018<br>BSN, Pacific Union College, 1995<br>RN, Pacific Union College, 1992   | 29           | Case Management, MedSurg, Rehabilitation  |
| Faculty 9              | MSN, Western Governor's University, 2020<br>BSN, Olympic College, 2014   | 8            | Informatics, Public Health, NICU, Immunizations                                 |
| Faculty 10             | ARNP in Family Practice, University of South Alabama, 2016<br>BSN, Northern Arizona University, 2009   | 12           | FNP-Endocrinology and General Practice, Infusions, Public Health, Immunizations |
| Faculty 11             | DNP in Adult-Gerontological Acute Care, University of South Alabama, Expected completion date of 6/2023<br>BSN, University of North Dakota, 2010   | 11           | Critical Care, ICU, Cardiac   |
| Faculty 12             | MSN, Western Governor's University, 2019<br>BSN, Western Governor's University, 2016<br>RN, Lower Columbia College, 2014   | 7            | MedSurg, Cardiology, Neurology, Long-term Care                                  |
| Faculty 13             | ARNP in Family Practice, University of South Alabama, 2015<br>BSN, University of Washington, 2015  | 12           | Cardiovascular, ICU, Pain Management, Internal Medicine, Aesthetic Medicine     |
| <b>Guest Lecturers</b> |  |              |   |
| Faculty 14*            | DNP in Psychiatric Mental Health, Seattle University, Expected completion date of 6/2022<br>RN, Advanced Practice Nursing Immersion (APNI), Seattle University 2019<br>ASM, Midwives College of Utah, 2009 | 12           | Midwifery, Mental Health, Addiction   |
| Faculty 15             | BSN (RN to MSN program), Western Governor's University, Expected completion date of 10/2021<br>ADN, Tacoma Community College, 2010   | 11           | Critical Care, MedSurg, Hospice, Oncology                                       |

\*Has taught in a nursing program at four-year institution at a bachelors and/or master's level.

In an article on implementing a seamless nursing progression from LPN to BSN, the authors noted that having BSN faculty who had never taught in an LPN program resulted in a gap in faculty knowledge about LPN practice and education.<sup>17</sup> The advantage to Green River's proposed LPN to BSN program is that all faculty that will be teaching in the BSN program have experience teaching in an LPN program. This experience helps the faculty understand the ethos and the role LPNs play in the healthcare system and are therefore able to seamlessly facilitate academic progression that is tailored to this unique population.

<sup>17</sup> Wallen A, McKay L, Santos E, LaFrance H, Veith RM. Actualization of a Seamless Nursing Program: Licensed Practical Nurse to Baccalaureate Registered Nurse. Nurse Educ. 2017 Sep/Oct;42(5):263-266. doi: 10.1097/NNE.0000000000000360. PMID: 28107269.

To support the faculty as they grow in their role as nursing educators at the baccalaureate level, the nursing faculty will participate in a series of faculty development workshops. These workshops are part of the Premera grant and facilitated by experienced faculty and administrators at institutions that have successfully implemented a seamless LPN to BSN pathway. Topics include holistic admissions, bridge courses, marketing and recruitment, academic success, retention strategies, and specialized course development.

### **Budgeted Nurse Administrator and Faculty Positions**

The nursing department has the necessary budgetary resources for nurse administrator and faculty positions to achieve the mission, goals, and expected program outcomes. Table 2 below outlines the projected salaries and benefits for the proposed LPN to BSN program.

| <b>Table 2. Projected Staff and Faculty Salaries and Benefits</b> |                  |                  |                  |                  |                  |
|---|------------------|------------------|------------------|------------------|------------------|
| <b>Expenses</b>   | <b>Year 1</b>    | <b>Year 2</b>    | <b>Year 3</b>    | <b>Year 4</b>    | <b>Year 5</b>    |
|   | <b>2021-22</b>   | <b>2022-23</b>   | <b>2023-24</b>   | <b>2024-25</b>   | <b>2025-26</b>   |
| Nurse Administrator (25%)   | \$25,585         | \$25,585         | \$25,585         | \$25,585         | \$25,585         |
| Full-time Faculty*  | \$77,590         | \$84,076         | \$122,871        | \$122,871        | \$122,871        |
| Adjunct Faculty*  | \$0              | \$17,644         | \$35,288         | \$35,288         | \$35,288         |
| BAS Program Manager (100%)  | \$70,000         | \$70,000         | \$70,000         | \$70,000         | \$70,000         |
| Clinical Coordinator (25%)  | \$14,031         | \$14,031         | \$14,031         | \$14,031         | \$14,031         |
| Simulation Coordinator (1/3 release time)                         | \$22,993         | \$22,993         | \$22,993         | \$22,993         | \$22,993         |
| Nursing Lab Technician (25%)                                      | \$10,442         | \$10,442         | \$10,442         | \$10,442         | \$10,442         |
| Benefits  | \$55,160         | \$61,193         | \$75,303         | \$75,303         | \$75,303         |
| <b>Total Expenses</b>   | <b>\$275,801</b> | <b>\$305,964</b> | <b>\$376,513</b> | <b>\$376,513</b> | <b>\$376,513</b> |

*\*Faculty salaries/benefits are an estimate based on current faculty contract.*

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

Full-Time (FT) Faculty: The nursing department anticipates having 1.5 full-time equivalent faculty (FTEF) teaching in the new LPN to BSN program. The program has one full-time faculty (1 FTEF) dedicated in the 2021-22 academic year to program and curriculum development paid by the HEET grant.

Adjunct (PT) Faculty: The nursing department anticipates hiring five adjunct faculty with a variety of clinical specialties to facilitate lab, clinical experiences, and specialty lecture content for the new LPN to BSN program. The program estimates adjunct faculty to teach five credits per quarter in the first year and then 10 credits starting in the second year when the program will have two cohorts running concurrently.

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

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

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

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

### **Source and Description of Adequate Clinical Facilities**

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

The associate dean of nursing has been meeting with the leadership from Clinical Placements Northwest (CPNW) to discuss how to best facilitate placements for the proposed LPN to BSN program without impacting established placements used by nursing programs in the region. CPNW leadership expressed that they foresee being able to grid the proposed program's placement requests without impact to other institutions in the region. Strategies have included scheduling specialty clinical placements such as Obstetrics in the summer quarter when those sites are not utilized by other programs. As the nursing department moves forward with the LPN to BSN pathway, it will adhere to the CPNW expansion policy.

Green River's nursing department is approved by the Washington State Nursing Commission to use simulation for up to 50 percent of clinical experiences in accordance with WAC 246-840-534. The nursing department plans to use simulation to support clinical experiences and is also in the process of expanding its clinical affiliations, including but not limited to rural serving midwifery centers, to support program growth.

### **Source and Description of Adequate Academic Facilities**

The proposed LPN to BSN curriculum will provide the students with experiential learning that supports evidence-based practice, intra- and interprofessional collaborative practice, and student achievement of clinical competence. The established LPN program utilizes a variety of sites for learning experiences to enable the student to observe and practice safe nursing care of persons at each stage of the human life

cycle. These experiences include opportunities for the student to learn and provide nursing care to clients in the areas of acute and chronic illnesses, promotion and maintenance of wellness, prevention of illness, rehabilitation, and support in death. The proposed LPN to BSN program will provide experimental learning opportunities that builds on the current foundation and included specialty area focus such as Advanced MedSurg, Critical Care, Obstetrics, Pediatrics, Mental Health, and Community Health.

The nursing department will offer a variety of learning experiences appropriate for the expected role of a baccalaureate prepared nurse through skills laboratory, simulations, and clinical rotations. The skills laboratory will offer the BSN students opportunities to practice hands-on skills to bridge the gap between theory and clinical rotations under the guidance of supportive faculty. Simulation labs, also a critical component of nursing education, will allow students to become more confident in dealing with high-pressure situations, learn from mistakes in a safe and supportive environment, and gain experience with conditions that may not be encountered during clinicals. The nursing department opened a new simulation lab in winter 2021. The simulation suite has three beds, each with the ability to relay and record audio/visual, patient monitor data using a cloud-based simulation management system. Within the simulation suite there is a medication room with a Pyxis medication distribution system.

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

In 2019, the college allocated \$1.5 million for a remodel to give the nursing department additional classroom, faculty office, and lab spaces. The remodel was completed in December 2020 with the program taking possession of the new space in January 2021. The department currently has three dedicated classrooms and two large labs with adequate equipment as well as a high-fidelity simulation suite with an observation room, medication room, and debrief room. Table 3 outlines the program's classroom and lab capacity including the square footage.

| <b>Table 3. Nursing Department Classroom and Lab Capacity</b> |             |                                |                       |                      |
|---|-------------|--------------------------------|-----------------------|----------------------|
| <b>Building</b>   | <b>Room</b> | <b>Room Type</b>               | <b>Square Footage</b> | <b>Room Capacity</b> |
| Marv Nelson Science Center (SC)                               | SC 134      | Nursing Lab                    | 921                   | 12                   |
|   | SC 135      | Storage Room                   | 290                   | ---                  |
|   | SC 136      | Nursing Lab                    | 1,500                 | 24                   |
|   | SC 137      | Nursing Classroom              | 823                   | 42                   |
|   | SC 142      | High-Fidelity Simulation Suite | 522                   | 10                   |
|   | SC 150      | Sim Debrief Room               | 142                   | 8                    |
|   | SC 122      | Conference Room                | 209                   | 12                   |
| Zgolinski Center (ZC)   | ZC 104      | Nursing Classroom              | 420                   | 24                   |
|   | ZC 105      | Nursing Classroom              | 1,064                 | 42                   |
|   | ZC 107      | Faculty Office Suite           | 1,124                 | 11                   |

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

#### Other College Resources Available to Students

The Career and Advising Center provides academic and career exploration and planning for prospective BSN students. Students can access services in person, over the phone, and via email. Key services for students include the new student advising and registration (NSAR) sessions, first quarter advising, onboarding, transfer resource library, course registration support, and advising triage. The center also provides faculty advisor training and support.

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

Counseling Services provides free, confidential short-term mental health counseling and self-care/wellness education to all Green River students by licensed psychologists, social workers, and professional mental health therapists. Counseling services support students and faculty by providing workshops, classroom visits, and online resources. The associate dean of nursing is collaborating with the dean of health sciences and the dean overseeing counseling services to have a counselor provide dedicated support to health sciences students once a week.

The Violence Prevention Center works to prevent interpersonal violence, promote wellness, and provide support to students, faculty, and staff that have experienced stalking, harassment, sexual assault and relationship violence. The center provides on-campus and off-campus resources and referrals, as well as guidance for reporting crimes.

The Tutoring and Resource Center provides discipline-specific tutoring. The main tutoring and resource center, located in the Holman Library, provides a computer lab with subject-specific software. The college also has four open computer labs that include more than 312 computers with access to most of the specialized programs. Each instructional lab is equipped with one or more ADA-compliant workstations, including adjustable furniture and assistive technologies.

The Paper Tree Bookstore works with faculty to provide required course materials to students. To keep costs low, the bookstore has a buyback program and helps negotiate with publishers to reduce book prices.

The Holman Library's physical and electronic collections provide appropriate support for the college's nursing students. The library's nursing collection includes 2,785 books, 417 videos, and 605 journals as well as 14 nursing/health databases. The nursing program's HEET grant awarded for 2021-22 includes a \$15K allocation for library resources that will support the LPN to BSN program.

The Lindbloom Student Union is the student hub on campus and houses intercollegiate athletics, intramural recreation, the recreation and athletics center, student life, office of diversity, equity and inclusion, conference and event services, the bookstore, the cafeteria, and the café. In addition, the building offers spaces for students to study, meet with their classmates or their club or organization, or engage in co-curricular education. Finally, the building offers unique spaces such as the meditation lounge, a multicultural lounge, and theater seating where students can relax.

### **Potential Effect on Other Nursing Programs**

Nursing programs across the country are struggling to expand their capacity to meet the rising demand for care as the country moves toward healthcare reform.<sup>18</sup> Currently, there is one approved LPN to BSN program in the state of Washington. The program is offered by Saint Martin's University (45 miles) and it admitted its first cohort of 14 students in Fall 2021. There is a veterans/LPN to BSN at Olympic College (53 miles) in development.

There are limited academic progression programs offering an LPN to RN pathway for current practicing LPNs. Shoreline Community College (45 miles) admits 8 students to its LPN to RN bridge program each fall, winter, and spring for a total of 24 students per year. Tacoma Community College (25 miles) admits 24 students to its LPN to RN bridge program each winter quarter. Pierce College (21 miles) admits 32 students each fall in its full-time LPN to RN program and 16 students in its part-time LPN to RN program every other year. Highline College (20 miles) admits students to its LPN to RN bridge each quarter on a

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<sup>18</sup> AACN Fact Sheet - Nursing Shortage (aacnnursing.org)

space available basis only (based on the RN program attrition rate). Nursing representatives (Nurse administrators and/or faculty) from each of these programs participate in the LPN Academic Progression workgroup and have expressed support for Green River's LPN to BSN pathway.

Due to the limited options for LPN to BSN progression, many students in the college's service area choose to complete their LPN to BSN at Indiana State, an online university. According to Clinical Placements Northwest, the program at Indiana State places 20 clinical students annually in the south region (encompassing Green River's service area).

In addition to the programs mentioned above, there are also four LPN programs, 11 ADN programs, six RN to BSN programs and six BSN programs within a 60-mile radius of Green River College (See Table 4 below).

| <b>Table 4. Nursing Programs within a 60-Mile Radius of Green River College</b> |  |
|---|--|
| <b>LPN Programs</b>   |  |
| Bates Technical College (22 miles)  | Edmonds College (43 miles)                     |
| Clover Park Technical College (26 miles)  | Olympic College (53 miles)                     |
| <b>ADN Programs</b>   |  |
| Renton Technical College (18 miles)   | Lake Washington Technical Institute (33 miles) |
| Highline College (20 miles)   | Shoreline Community College (45 miles)         |
| Pierce College (21 miles)   | South Puget Sound Community College (50 miles) |
| Tacoma Community College (25 miles)   | Olympic College (53 miles)                     |
| Bellevue College (25 miles)   | Everett Community College (57 miles)           |
| Seattle Colleges (29 miles)   |  |
| <b>RN to BSN</b>  |  |
| University of Washington -Tacoma (20 miles)                                     | Saint Martin's University (45 miles)           |
| Bellevue College (25 miles)   | Olympic College (53 miles)                     |
| Northwest University (26 miles)   | Western Governors University (Online)          |
| <b>BSN Programs</b>   |  |
| Northwest University (26 miles)   | University of Washington – Seattle (32 miles)  |
| Pacific Lutheran University (27 miles)  | Seattle Pacific University (32 miles)          |
| Seattle University (28 miles)   | Saint Martin's University (45 miles)           |

As indicated, there are a number of different nursing programs within a 60-mile radius; however, there is only one approved LPN to BSN program in the state of Washington that target this specific academic progression for a large population of under-represented healthcare workers. According to a study by SBCTC, LPN programs in Washington State have the most underrepresented graduates.<sup>19</sup> The study states that 25% of LPN graduates are Alaskan/Native American, Black/African American, Hispanic/Latinx, or Hawaiian/Pacific Islander. At Green River College, the LPN graduates are representative of this diversity, with 39% of graduates being Alaskan/Native American, Black/African American, and Hispanic/Latinx in 2021-21. With only one approved LPN to BSN program, Washington State will face

<sup>19</sup> 17-1-producing-nursing-grads-and-rethinking-pipeline-for-guided-pathways.pdf (sbctc.edu)



barriers in increasing its diverse nursing workforce to meet the demands of a changing healthcare system and a diverse and aging population.

The nursing department is working with Clinical Placements Northwest (CPNW) to strategize clinical offerings within this radius to minimize impact on nearby nursing programs. For example, difficult placements such as Obstetrics and preceptorships will occur during the summer when many of these programs are not in session. The department is also working to increase community-based offerings to minimize the impact of clinical placements within the CPNW.

### **Evidence of Financial Resources**

The nursing department anticipates admitting 16 students annually each fall and expects the proposed program to be self-sustaining within two to three years' time. Moreover, the LPN Academic Progression workgroup is seeking funding from Premera to cover the first two years of the program. Table 5 below outlines the estimated budget for the first five years.

| <b>Table 5. Projected Five-Year Budget</b> |                 |                 |                 |                 |                 |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Budgeted Item</b>                       | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   |
|  | <b>2021-22</b>  | <b>2022-23</b>  | <b>2023-24</b>  | <b>2024-25</b>  | <b>2025-26</b>  |
| Curriculum Development                     | \$10,000        | \$2,500         | \$2,500         | \$2,500         | \$2,500         |
| Good and Services                          | \$2,000         | \$1,000         | \$1,000         | \$1,000         | \$1,000         |
| Travel                                     | \$2,000         | \$2,000         | \$2,000         | \$2,000         | \$2,000         |
| Equipment                                  | \$10,000        | \$5,000         | \$5,000         | \$5,000         | \$5,000         |
| Library Resources                          | \$15,000        | -               | -               | -               | -               |
| Marketing                                  | \$2,500         | \$1,000         | \$1,000         | \$1,000         | \$1,000         |
| Accreditation Fees                         | -               | \$20,000        | \$3,000         | \$3,000         | \$3,000         |
| Professional Development                   | \$5,000         | \$2,500         | \$2,500         | \$2,500         | \$2,500         |
| Student Scholarship                        | \$20,000        | \$20,000        | \$20,000        | \$20,000        | \$20,000        |
| <b>Total Expenses</b>                      | <b>\$66,500</b> | <b>\$54,000</b> | <b>\$37,000</b> | <b>\$37,000</b> | <b>\$37,000</b> |

Curriculum Development: Faculty stipends for curriculum development of the LPN to BSN program.

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

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

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

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

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

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

Student Scholarships: Grant funding to support student scholarships.

#### Commitment to Sustainable High-Quality Program

There are a number of resources available to launch and support the LPN to BSN program at Green River, including the Green River College Foundation as well as external funding through HEET and Premera Grants. The college administration is committed to support the development of an LPN to BSN program at Green River to better serve employer and community needs. Letters of support from the president and vice president of instruction at Green River can be found in Appendix H.

- The Green River Community College Foundation offers at least **eight annual nursing specific scholarships to current or prospective Nursing students**. In addition, the college's WorkForce Education department provided funding for tuition, childcare, computers/laptops, textbooks, and program supplies such as stethoscopes for 39% of the Practical Nursing students enrolled in 2020-21.
- HEET Grant of **\$232,000** in 2021-22 to support the development of an LPN to BSN pathway. The grant is in partnership with Kaiser, Multicare, and SEIU Union Training Fund to support incumbent workers to academic progression. The grant funding will support curriculum development as well as fund college resources for the program such as library material.
- HEET Special Projects Grant of **\$15,746** in 2020-21 for faculty stipends to perform an environmental scan in partnership with employers, students, clinical partners, unions and educational partner. The results from the environmental scan will be used to inform program development and design elements such as clinical rotations, scheduling, and required curriculum and skills necessary for BSN attainment. The nursing department also received an additional funding of **\$72,607** to purchase a SimMom to support obstetric simulation experiences.
- Annual Premera Grant funding between 2019-20 through 2021-22 in partnership with the Washington Center for Nursing, Washington State Nursing Commission, and the Washington State Board for Community and Technical Colleges to support program development of LPN to BSN pathways including a direct transfer agreement (DTA) for both an LPN to RN and an LPN to BSN. Green River is one of four pilot schools supported by the Premera Grants to spearhead this work in Washington state.

#### **Anticipated Student Population**

The BSN degree program will provide place-bound students and incumbent LPNs in the Green River service area access to a nearby, affordable, relevant, and high-quality applied baccalaureate degree.

Green River's BSN degree is a superior option for place-bound students in its service area because it offers:

- High-quality technical and academic education, including training using state-of-the-art equipment
- Ease of transferability of previously earned technical associate degrees, resulting in the shortest possible time to bachelor's degree completion
- Lowest tuition costs
- Convenient location and accessibility by public transportation
- Online and hybrid courses both in General Education and Nursing

Attracting a diverse nursing workforce is a priority. In recent years, the industry has focused on increasing the diversity of RNs as there is a strong connection between a culturally diverse nursing workforce and the ability to provide quality, culturally competent patient care.<sup>20</sup> According to a survey administered in 2017 by the National Council of State Boards of Nursing (NCSBN) and The Forum of State Nursing Workforce Centers, nurses from minority backgrounds represent 19.2% of the registered nurse (RN) workforce.<sup>21</sup> In its most recent report, the Health Resources and Services Administration reported that 23% of LPNs are black/African-American compared to 10% of RNs.<sup>22</sup>

According to the 2020 Health Workforce Council (p. 24), "Students from traditionally marginalized groups, particularly communities of color and those who are economically disadvantaged, face particular barriers to entering, and advancing in the field."<sup>23</sup> A number of health organizations such as the American Hospital Association, the Robert Wood Johnson Foundation (RWJF), the Joint Commission, and the Association of Academic Health Centers emphasize being able to recruit diverse students to nursing programs is key to ending the nursing shortage.<sup>24</sup> Green River's nursing program is poised to meet the need of educating a diverse nursing workforce. Over the last three years, the Green River nursing program has strived to recruit a diverse student population that is representative of the communities the college serves. Table 6 summarizes the Nursing students by demographics for the last three years.

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<sup>20</sup> AACN Fact Sheet - Enhancing Diversity in the Nursing Workforce (aacnnursing.org)

<sup>21</sup> [https://www.journalofnursingregulation.com/article/S2155-8256\(18\)30131-5/pdf](https://www.journalofnursingregulation.com/article/S2155-8256(18)30131-5/pdf)

<sup>22</sup> U.S. Department of Health and Human Services, Health Resources and Services Administration, National Center for Health Workforce Analysis. 2017. Sex, Race, and Ethnic Diversity of U.S. Health Occupations (2011-2015), Rockville, Maryland.

<sup>23</sup> <https://www.wtb.wa.gov/wp-content/uploads/2021/01/2020-HWC-Report-FINAL.pdf>

<sup>24</sup> <https://www.aacnnursing.org/News-Information/Fact-Sheets/Enhancing-Diversity>

| Table 6. Nursing Student Enrolled by Year and Demographics |                |                |                |
|--|----------------|----------------|----------------|
| Demographic  | 2018-19 Cohort | 2019-20 Cohort | 2020-21 Cohort |
| Headcount  | 36             | 39             | 38             |
| By Gender  |                |                |                |
| Male   | 4%             | 0%             | 4%             |
| Female   | 96%            | 100%           | 96%            |
| By Race/Ethnicity  |                |                |                |
| American Indian/Alaska Native                              | 0%             | 0%             | 0%             |
| Asian  | 11%            | 18%            | 22%            |
| Black, African American                                    | 7%             | 9%             | 9%             |
| Hispanic, Any Race   | 22%            | 14%            | 17%            |
| Other Race   | 11%            | 5%             | 0%             |
| Two or More Races  | 0%             | 18%            | 13%            |
| White  | 48%            | 36%            | 39%            |
| Total Student of Color                                     | 52%            | 64%            | 61%            |
| By Age   |                |                |                |
| Under 20   | 7%             | 9%             | 13%            |
| 20 to 24   | 41%            | 27%            | 26%            |
| 25 to 29   | 22%            | 32%            | 22%            |
| 30 to 39   | 26%            | 27%            | 26%            |
| 40 to 49   | 4%             | 0%             | 13%            |
| 50 or above  | 0%             | 5%             | 0%             |
| By Family Status   |                |                |                |
| Without Children or Dependents                             | 52%            | 68%            | 48%            |
| Couple w/Children or Dependents                            | 15%            | 23%            | 26%            |
| Single w/ Children or Dependents                           | 19%            | 0%             | 13%            |
| Other  | 15%            | 9%             | 13%            |
| First Generation   | 70%            | 41%            | 43%            |
| Low-Income   | 44%            | 82%            | 61%            |
| Worker Retraining  | 15%            | 68%            | 39%            |
| Veterans   | 0%             | 0%             | 9%             |

In addition to many nursing programs turning qualified applicants away due to capacity challenges, there are also financial barriers such as cost of tuition and attendance for students with low-income socioeconomic backgrounds. They often complete their nursing programs with substantial education-related debt for undergraduate education and licensure requirements. Offering a baccalaureate program at a public community college provide students from low-income socioeconomic backgrounds a much more affordable option to obtain a baccalaureate degree in nursing. Table 7 below compares the tuition a nursing student would pay when taking 15 credits at different types of institutions.

| <b>Table 7. Tuition for 15 Undergraduate Upper Division Credits</b>  |               |
|--|---------------|
| <b>Tuition at an In-state Public Community College</b>               | <b>Amount</b> |
| Green River College  | \$2,506       |
| <b>Tuition at Other Types of Institutions</b>                        | <b>Amount</b> |
| In-state private four-year institution (Seattle University)          | \$16,170      |
| Out-of-state public four-year institution (Indiana State University) | \$10,950      |
| Online for-profit university (Grand Canyon University)               | \$6,705       |
| In-state public four-year institution (University of Washington)     | \$4,026       |

Furthermore, the current pathways from LPN to BSN are few, often very fragmented, and challenging. For practicing LPNs, their current options for a pathway to BSN may take at a minimum 3 years under ideal circumstances. However, for many practicing LPNs the pathway to BSN takes longer than 3 years due to barriers such as expiring pre-requisites, high GPA requirements, the need to repeat course work due to course expiration timeframes or GPA requirements, competitive admissions and being waitlisted.

To address these challenges, Green River’s nursing department will not have expiration date or repeat policies on pre-requisite coursework and will accept a 2.5 GPA on pre-requisite coursework. The department’s current LPN program uses the same pre-requisite requirements and still has a three-year average NCLEX pass rate of 98%. The nursing department will use a holistic admissions process for the proposed LPN to BSN program that has shown to increase the diversity of the student body as it takes into account a student’s life experiences and personal qualities alongside traditional requirements.<sup>25</sup> The proposed LPN to BSN program will include a foundations course building on previous knowledge of the discipline of nursing, nursing theories, professional values, standards, nursing history and culture, health care delivery systems, and the scientific basis for nursing to expand an understanding of the role of nursing and the registered nurse in the delivery of health. Students will examine health from different perspectives including social justice in healthcare, care of self, and the practice of nursing from a holistic, caring framework.

### **Tentative Time Schedule for Planning and Initiating**

The nursing department anticipates the proposed start date for LPN to BSN program, at its earliest, would be Fall 2022. The associate dean of nursing began working with the nursing faculty to develop the LPN to BSN curriculum in summer 2021 in collaboration with the statewide LPN Academic Progression work group. If Phase 1 is approved by the Nursing Commission, the plan is to complete and submit Phase 2 by the end of 2021. During the same time period, the nursing department will work closely with the CPNW to secure clinical placements for the BSN students.

The nursing department will also follow the process outlined by the Washington State Board for Community and Technical College (SBCTC) for approval to offer an applied baccalaureate (BAS) degree program. The plan is to notify the SBCTC of the college’s intent of offering an applied baccalaureate

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<sup>25</sup> Holistic Admissions in Nursing: We Can Do This (nih.gov)

degree in nursing at the end of August 2021 and the Statement of Need by November 1, 2021 and submit the BAS Program Proposal by February 2022.

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

### **Accreditation Status**

#### Green River Practical Nursing Program

The Green River College Practical Nursing Program holds pre-accreditation status from the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), located at 2600 Virginia Ave NW, Washington, DC 20037. The program had a successful initial site visit in April of 2021. The evaluation team found the nursing program to be in compliance with all the CNEA standards but noted three quality indicators needing improvement. The nursing program will receive final notice of its accreditation status with NLN CNEA in October 2021 when the Board of Commissioners meet. The Green River College Practical Nursing Program is approved by the Washington State Nursing Care Quality Assurance Commission.

#### Green River College

Green River is accredited by Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council for Higher Education Accreditation and/or the U.S. Department of Education. Green River's accreditation was reaffirmed in June 2020.



MultiCare Health System

820 A Street, Tacoma, WA 98402

PO Box 5299, Tacoma, WA 98415-0299 ~ [multicare.org](http://multicare.org)

Greetings,

The MultiCare Health System nursing strategic plan has identified that we must meet or exceed future healthcare challenges. It is with that in mind that we have made the decision to require all Registered Nurses to obtain their Bachelor of Science (BSN) within 3 years of their hire date.

This decision is aligned with our Core Value of Excellence. We hold ourselves accountable to excel in the quality of health care for our community. We want our nurses to have the professional development that facilitates an understanding of cultural, political, economic, and social issues that impact the healthcare delivery system.

It is with great enthusiasm that we reach out to you in hopes of working together to build a bridge between our two organizations so that we may work to provide our nurses with the best program for them to pursue their continuing education. As a team we could provide our nurses a graduate degree in nursing for innovative roles including the clinical nurse leader, nurse educator, clinical nurse specialist, researcher, and informatics specialist. Your standard of commitment to learning is highly valued. We welcome you collaborate with us as we support our caregivers to augment their professional development.

A handwritten signature in black ink that reads "Heather Coleman".

**Heather Coleman, MSN, RN | VP Clinical Practice and Professional Development**

Department of Nursing Professional Development

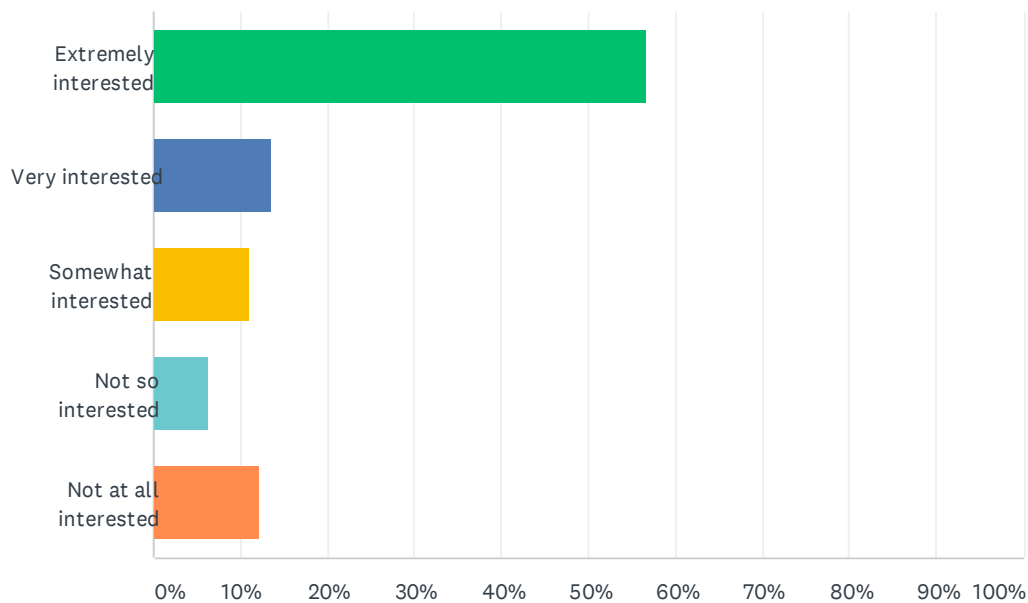
The Center for Clinical Practice & Development | MultiCare

Phone: 253-403-7471

Address: 315 Martin Luther King Jr Way, Tacoma, WA 98405

## Q1 How interested are you in pursuing a bachelor's degree in Nursing?

Answered: 492 Skipped: 0

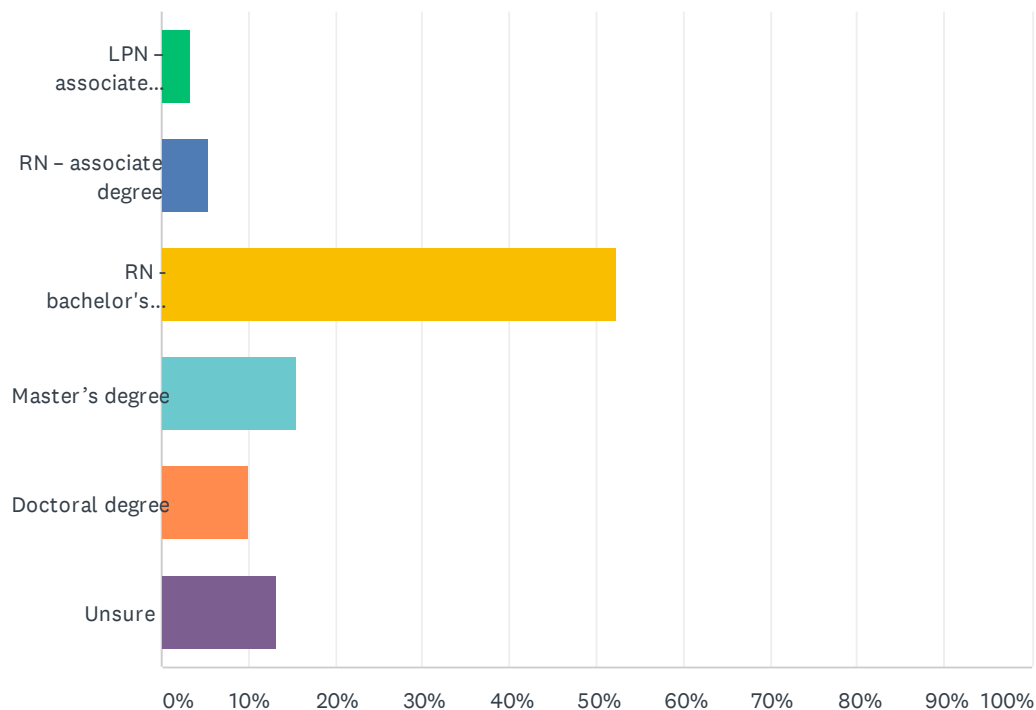


| ANSWER CHOICES        | RESPONSES |     |
|-----------------------|-----------|-----|
| Extremely interested  | 56.71%    | 279 |
| Very interested       | 13.62%    | 67  |
| Somewhat interested   | 11.18%    | 55  |
| Not so interested     | 6.30%     | 31  |
| Not at all interested | 12.20%    | 60  |
| TOTAL                 |           | 492 |



## Q2 What is the highest level of nursing education you hope to obtain?

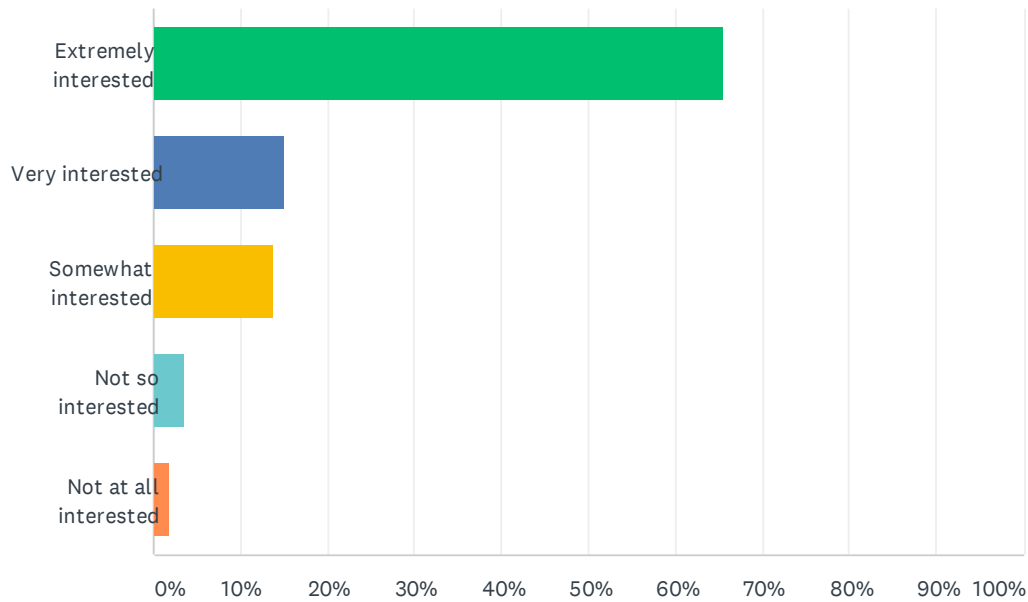
Answered: 415 Skipped: 77



| ANSWER CHOICES         | RESPONSES |     |
|------------------------|-----------|-----|
| LPN – associate degree | 3.37%     | 14  |
| RN – associate degree  | 5.54%     | 23  |
| RN - bachelor's degree | 52.29%    | 217 |
| Master's degree        | 15.42%    | 64  |
| Doctoral degree        | 10.12%    | 42  |
| Unsure                 | 13.25%    | 55  |
| TOTAL                  |           | 415 |

### Q3 If Green River offered a bachelor's degree in Nursing, how interested would you be in pursuing the degree at Green River?

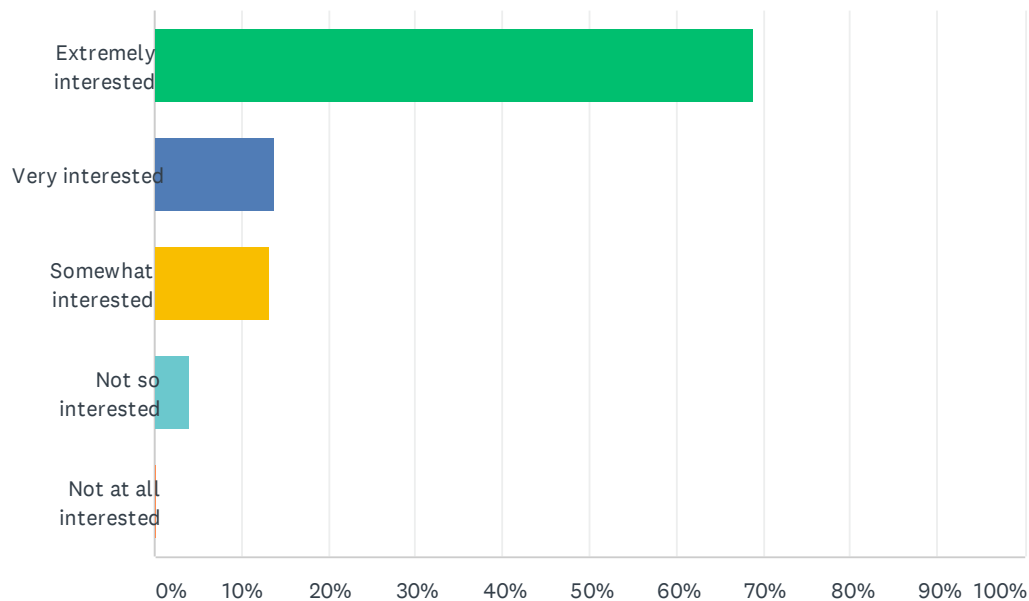
Answered: 418 Skipped: 74



| ANSWER CHOICES        | RESPONSES |     |
|-----------------------|-----------|-----|
| Extremely interested  | 65.55%    | 274 |
| Very interested       | 15.07%    | 63  |
| Somewhat interested   | 13.88%    | 58  |
| Not so interested     | 3.59%     | 15  |
| Not at all interested | 1.91%     | 8   |
| TOTAL                 |           | 418 |

## Q4 How interested are you in pursuing a bachelor's degree in Nursing within the next five years?

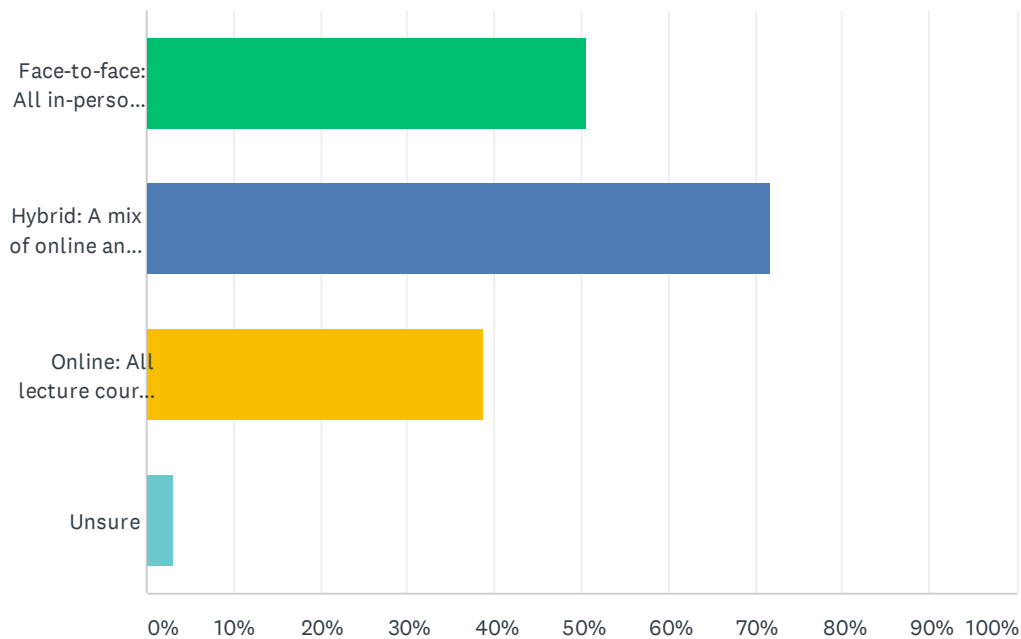
Answered: 407 Skipped: 85



| ANSWER CHOICES        | RESPONSES |     |
|-----------------------|-----------|-----|
| Extremely interested  | 68.80%    | 280 |
| Very interested       | 13.76%    | 56  |
| Somewhat interested   | 13.27%    | 54  |
| Not so interested     | 3.93%     | 16  |
| Not at all interested | 0.25%     | 1   |
| TOTAL                 |           | 407 |

## Q5 If interested in pursuing a bachelor's degree in Nursing, what type of format(s) would you prefer? Select all that apply.

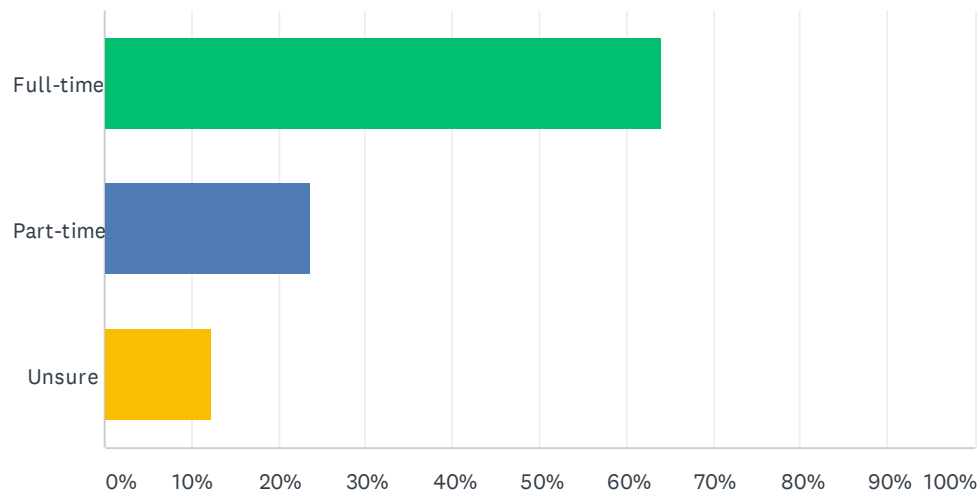
Answered: 378 Skipped: 114



| ANSWER CHOICES  | RESPONSES |     |
|---|-----------|-----|
| Face-to-face: All in-person classroom setting                       | 50.53%    | 191 |
| Hybrid: A mix of online and in-person lecture sessions              | 71.69%    | 271 |
| Online: All lecture courses online with clinical and labs in person | 38.62%    | 146 |
| Unsure  | 3.17%     | 12  |
| Total Respondents: 378  |           |     |

## Q6 If Green River offered a bachelor's degree in Nursing, would you prefer to attend:

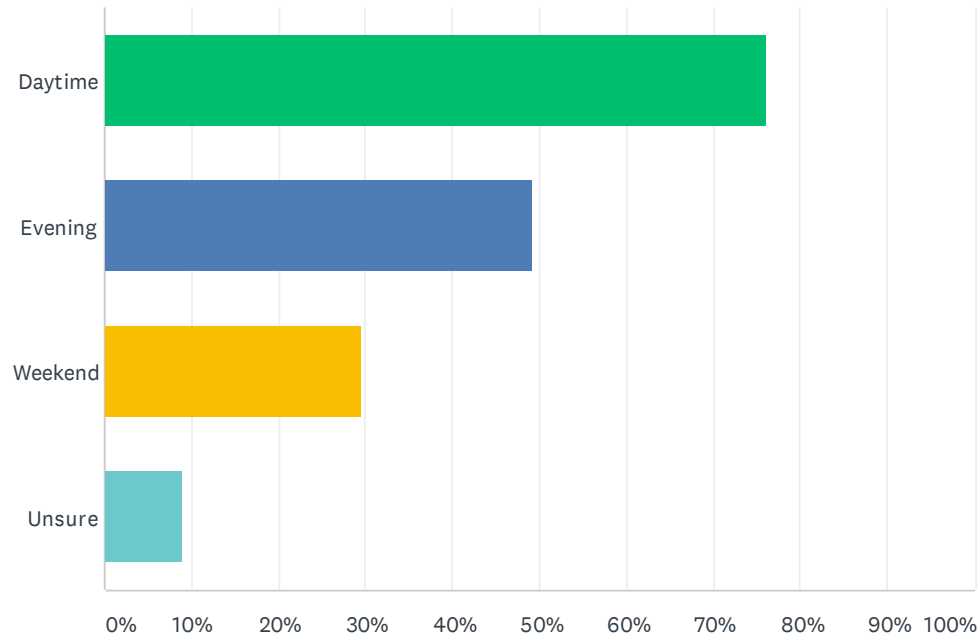
Answered: 380 Skipped: 112



| ANSWER CHOICES |  | RESPONSES |     |
|----------------|--|-----------|-----|
| Full-time      |  | 63.95%    | 243 |
| Part-time      |  | 23.68%    | 90  |
| Unsure         |  | 12.37%    | 47  |
| TOTAL          |  |           | 380 |

## Q7 If Green River offered a bachelor's degree in Nursing, when would you prefer to attend in person-components of the program (select all that apply):

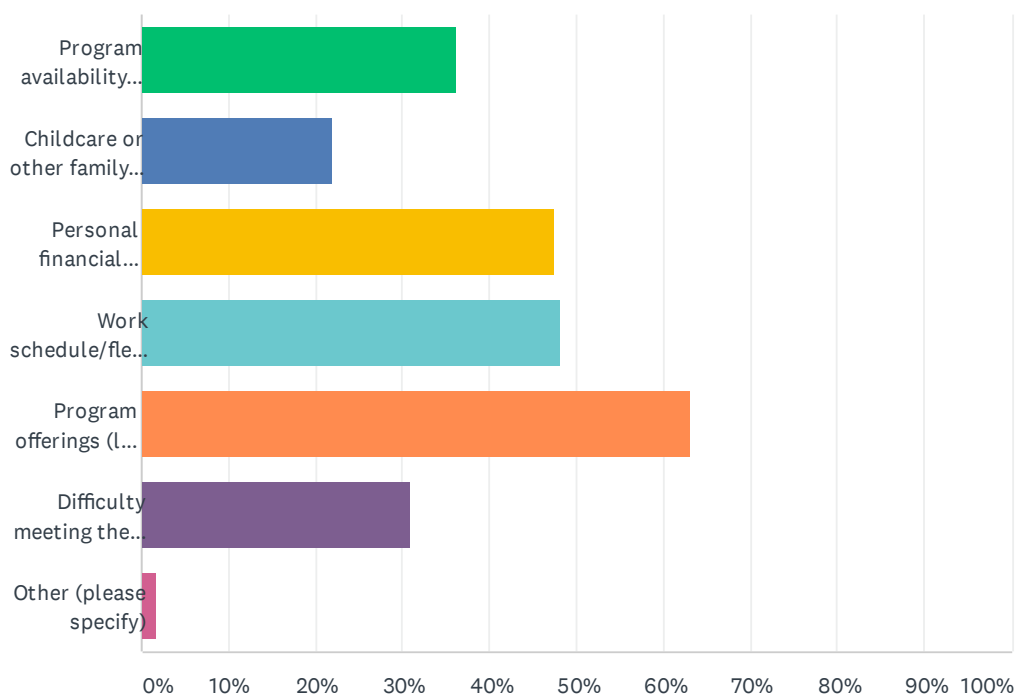
Answered: 381 Skipped: 111



| ANSWER CHOICES         | RESPONSES |     |
|------------------------|-----------|-----|
| Daytime                | 76.12%    | 290 |
| Evening                | 49.08%    | 187 |
| Weekend                | 29.40%    | 112 |
| Unsure                 | 8.92%     | 34  |
| Total Respondents: 381 |           |     |

## Q8 What are some barriers that may make it difficult to pursue a bachelor's degree in Nursing?

Answered: 372 Skipped: 120

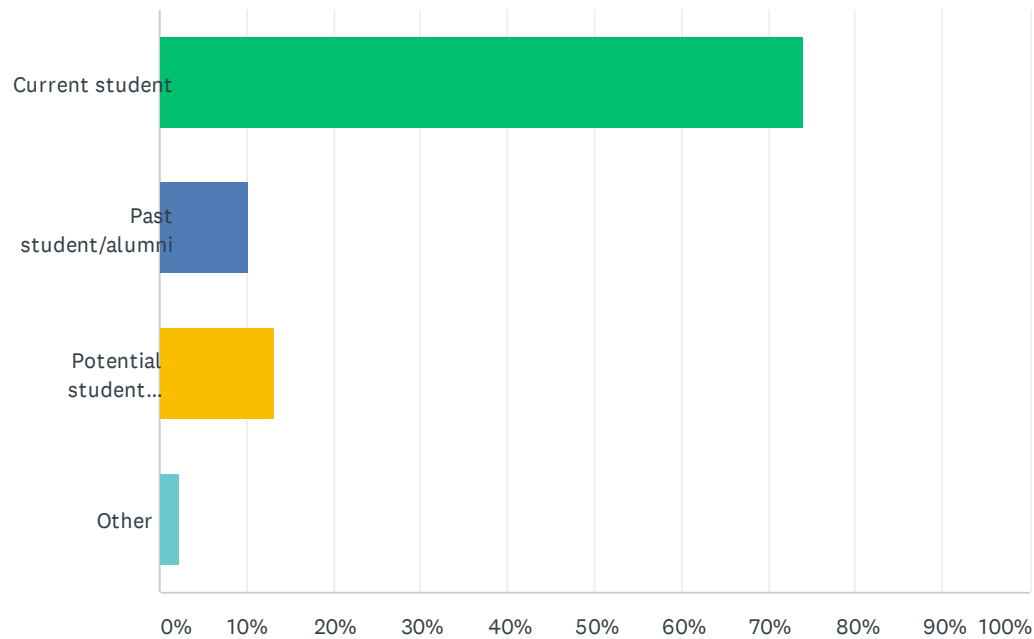


| ANSWER CHOICES  | RESPONSES |     |
|---|-----------|-----|
| Program availability near me (location)   | 36.29%    | 135 |
| Childcare or other family obligation  | 22.04%    | 82  |
| Personal financial obligations  | 47.58%    | 177 |
| Work schedule/flexibility to attend classes   | 48.12%    | 179 |
| Program offerings (long waiting lists or not enough seats in program or only offered once a year) | 63.17%    | 235 |
| Difficulty meeting the entrance requirements  | 30.91%    | 115 |
| Other (please specify)  | 1.61%     | 6   |
| Total Respondents: 372  |           |     |

| # | OTHER (PLEASE SPECIFY)  | DATE               |
|---|---|--------------------|
| 1 | none  | 8/18/2021 1:59 PM  |
| 2 | At Green River specifically, I think program startup time would be an issue as I am planning to apply for nursing school in Fall 2022 | 8/9/2021 7:30 PM   |
| 3 | doing running start and making sure I have the proper courses   | 8/2/2021 1:03 PM   |
| 4 | what about the pre-nursing program  | 7/28/2021 11:42 PM |
| 5 | Not having transportation to campus if required.  | 7/28/2021 12:47 PM |
| 6 | Lottery based admission   | 7/22/2021 12:16 PM |

## Q9 What is your relationship with Green River?

Answered: 379 Skipped: 113

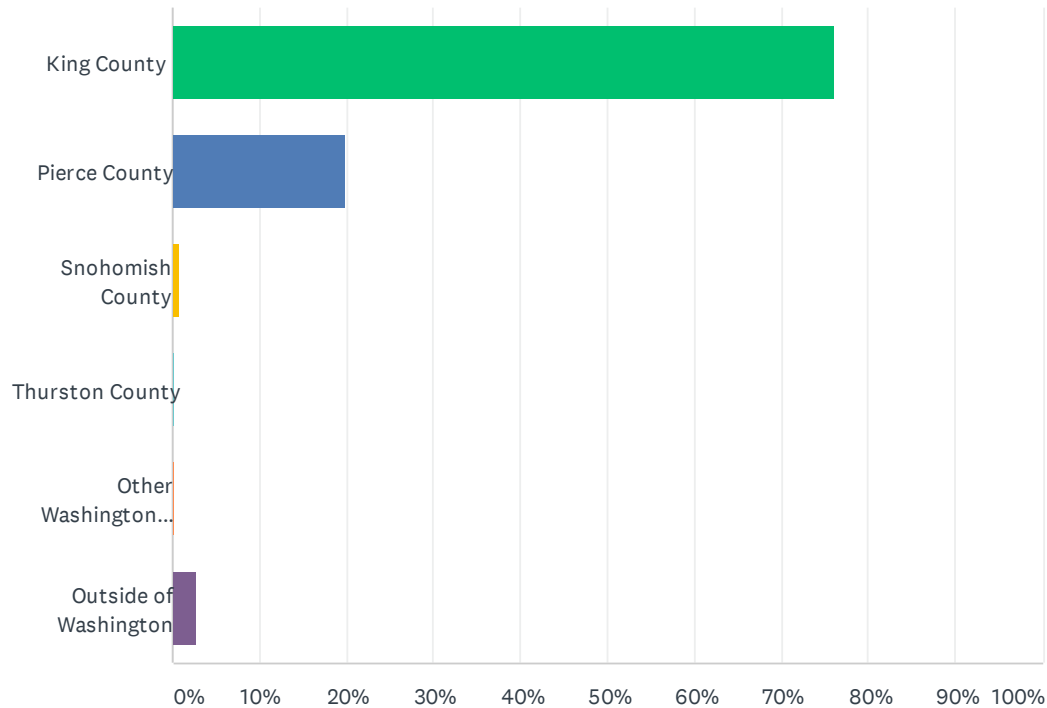


| ANSWER CHOICES  | RESPONSES |     |
|---|-----------|-----|
| Current student                                       | 74.14%    | 281 |
| Past student/alumni                                   | 10.29%    | 39  |
| Potential student interested in attending Green River | 13.19%    | 50  |
| Other   | 2.37%     | 9   |
| TOTAL   |           | 379 |



## Q10 In what county do you currently live?

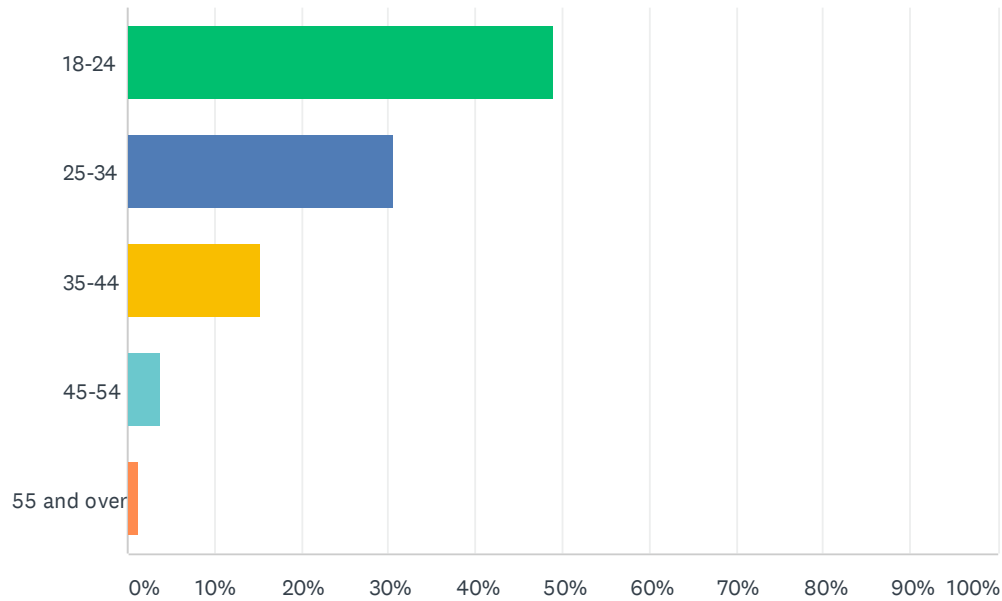
Answered: 381 Skipped: 111



| ANSWER CHOICES        | RESPONSES |            |
|-----------------------|-----------|------------|
| King County           | 76.12%    | 290        |
| Pierce County         | 19.95%    | 76         |
| Snohomish County      | 0.79%     | 3          |
| Thurston County       | 0.26%     | 1          |
| Other Washington...   | 0.26%     | 1          |
| Outside of Washington | 2.62%     | 10         |
| <b>TOTAL</b>          |           | <b>381</b> |

## Q11 What is your current age?

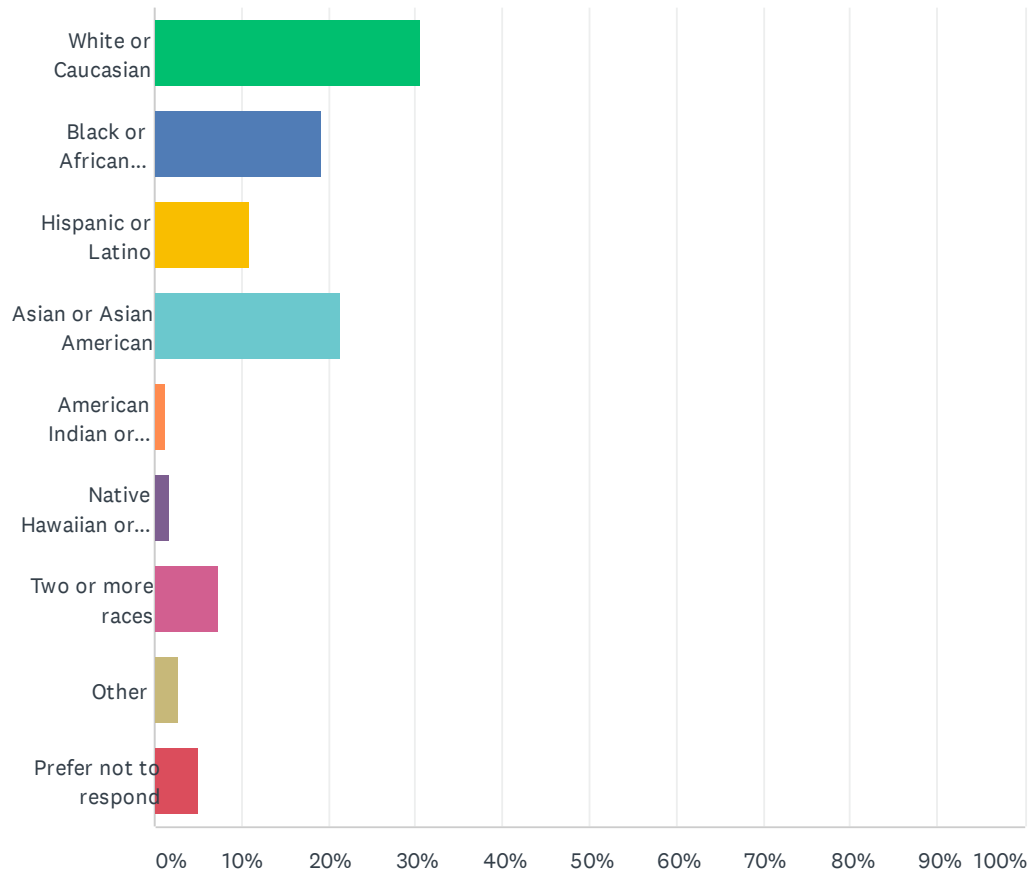
Answered: 369 Skipped: 123



| ANSWER CHOICES | RESPONSES |     |
|----------------|-----------|-----|
| 18-24          | 49.05%    | 181 |
| 25-34          | 30.62%    | 113 |
| 35-44          | 15.18%    | 56  |
| 45-54          | 3.79%     | 14  |
| 55 and over    | 1.36%     | 5   |
| TOTAL          |           | 369 |

## Q12 What race/ethnicity do you identify with?

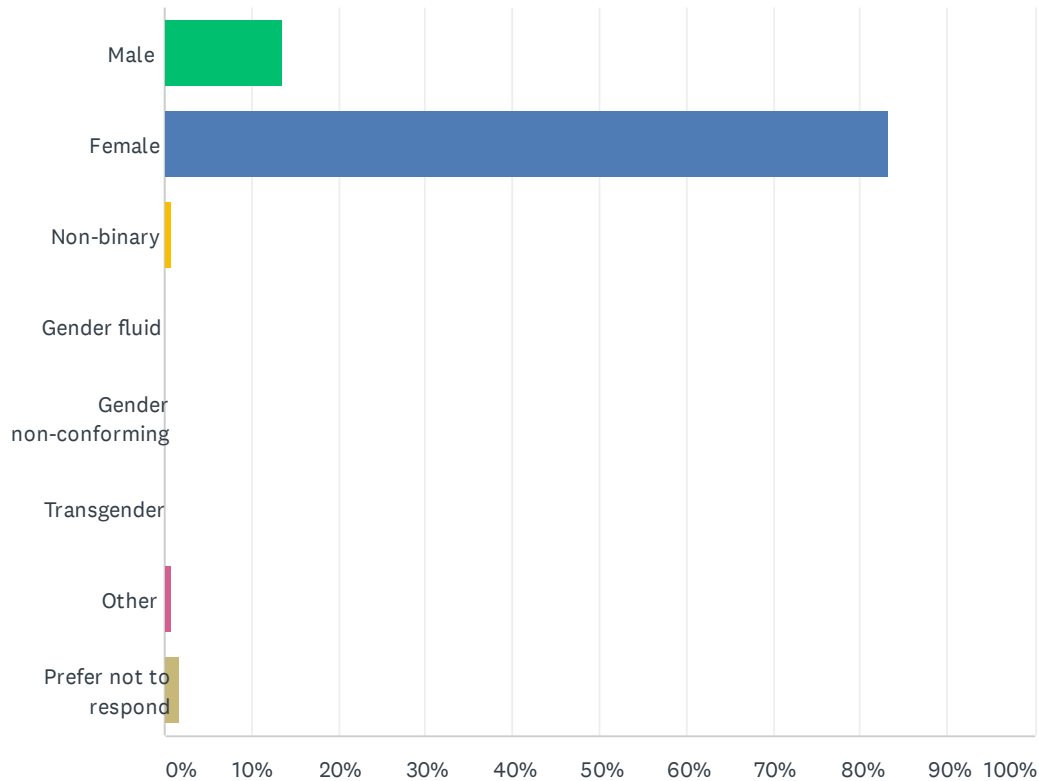
Answered: 379 Skipped: 113



| ANSWER CHOICES                            | RESPONSES |            |
|---|-----------|------------|
| White or Caucasian                        | 30.61%    | 116        |
| Black or African American                 | 19.26%    | 73         |
| Hispanic or Latino                        | 10.82%    | 41         |
| Asian or Asian American                   | 21.37%    | 81         |
| American Indian or Alaska Native          | 1.32%     | 5          |
| Native Hawaiian or other Pacific Islander | 1.58%     | 6          |
| Two or more races                         | 7.39%     | 28         |
| Other                                     | 2.64%     | 10         |
| Prefer not to respond                     | 5.01%     | 19         |
| <b>TOTAL</b>                              |           | <b>379</b> |

## Q13 What gender identity do you identify with?

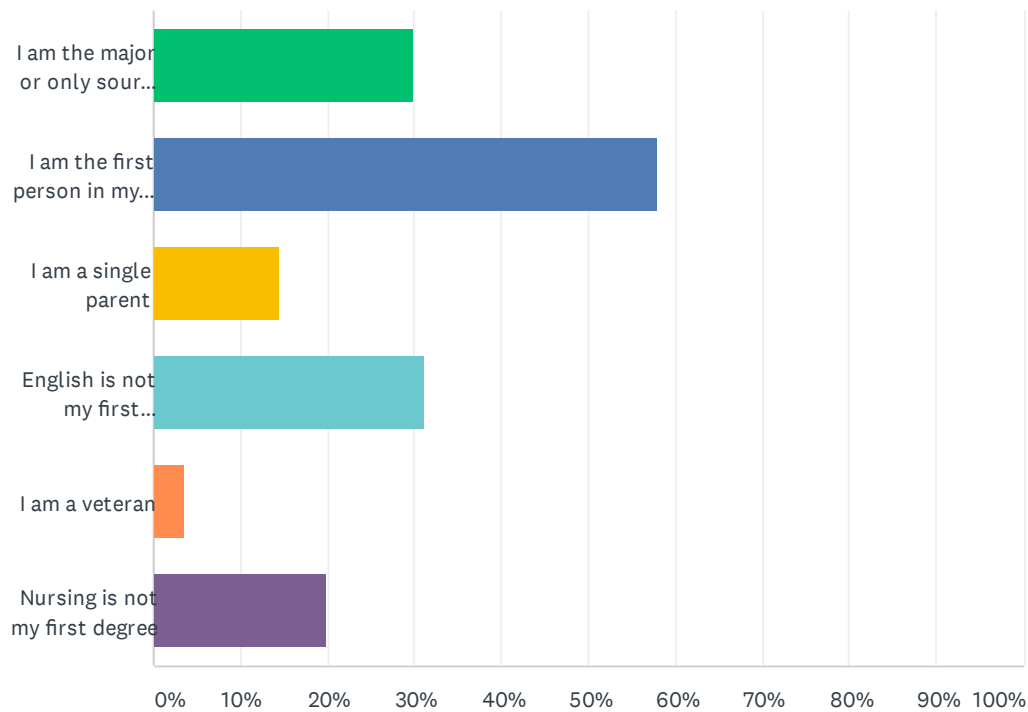
Answered: 381 Skipped: 111



| ANSWER CHOICES        | RESPONSES |     |
|-----------------------|-----------|-----|
| Male                  | 13.65%    | 52  |
| Female                | 83.20%    | 317 |
| Non-binary            | 0.79%     | 3   |
| Gender fluid          | 0.00%     | 0   |
| Gender non-conforming | 0.00%     | 0   |
| Transgender           | 0.00%     | 0   |
| Other                 | 0.79%     | 3   |
| Prefer not to respond | 1.57%     | 6   |
| TOTAL                 |           | 381 |

## Q14 Which of the following statements describes you? Select all that apply.

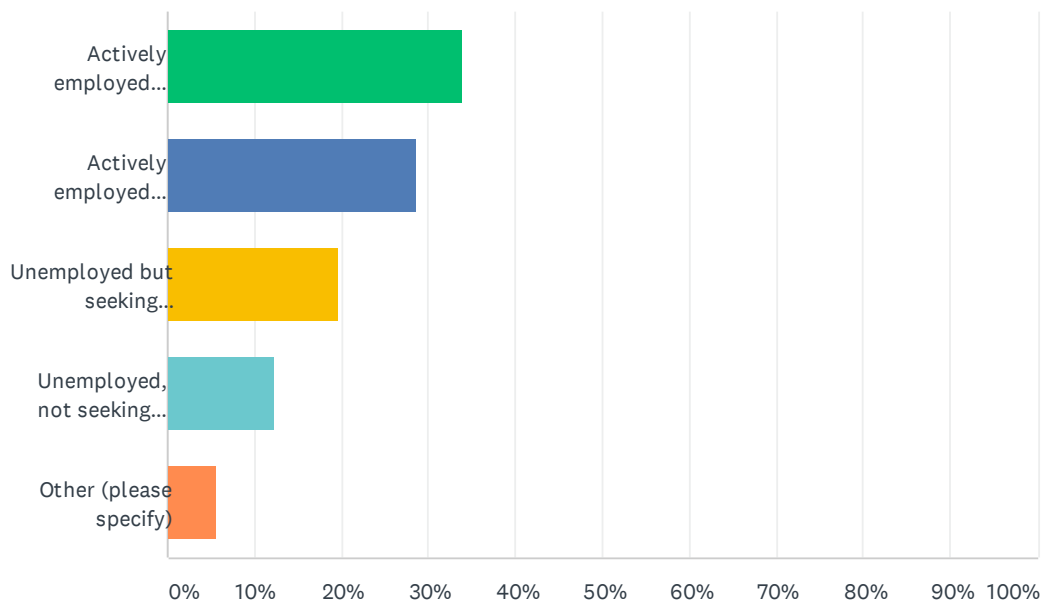
Answered: 307 Skipped: 185



| ANSWER CHOICES  | RESPONSES |     |
|---|-----------|-----|
| I am the major or only source of income for my family | 29.97%    | 92  |
| I am the first person in my family to go to college   | 57.98%    | 178 |
| I am a single parent                                  | 14.33%    | 44  |
| English is not my first language                      | 31.27%    | 96  |
| I am a veteran  | 3.58%     | 11  |
| Nursing is not my first degree                        | 19.87%    | 61  |
| Total Respondents: 307                                |           |     |

## Q15 What is your current employment status?

Answered: 378 Skipped: 114



| ANSWER CHOICES                     | RESPONSES |            |
|------------------------------------|-----------|------------|
| Actively employed full-time        | 33.86%    | 128        |
| Actively employed part-time        | 28.57%    | 108        |
| Unemployed but seeking employment  | 19.58%    | 74         |
| Unemployed, not seeking employment | 12.43%    | 47         |
| Other (please specify)             | 5.56%     | 21         |
| <b>TOTAL</b>                       |           | <b>378</b> |

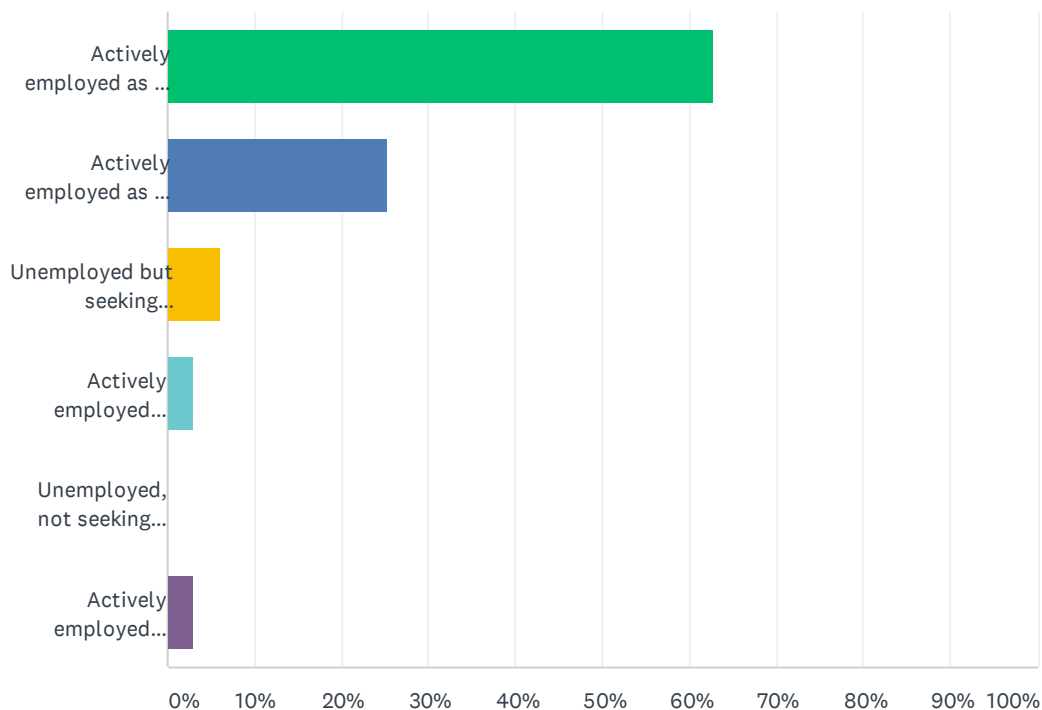
| #  | OTHER (PLEASE SPECIFY)   | DATE               |
|----|--|--------------------|
| 1  | Own a HairSalon in Maple Valley  | 8/19/2021 4:40 PM  |
| 2  | Student  | 8/3/2021 12:38 PM  |
| 3  | international students are not allowed to work in the US   | 8/2/2021 2:03 PM   |
| 4  | Unemployed, student  | 7/30/2021 10:54 AM |
| 5  | Work full time but will cut hours when I get into a nursing program as that is my top priority.    | 7/29/2021 4:40 PM  |
| 6  | student  | 7/29/2021 4:30 PM  |
| 7  | Disability   | 7/28/2021 5:10 PM  |
| 8  | I am a Running Start Student. I have no employment.  | 7/28/2021 1:55 PM  |
| 9  | Full time Student (International Student)  | 7/27/2021 8:56 PM  |
| 10 | Currently working full-time, but may be quitting to be able to pursue nursing goal/dream full time | 7/27/2021 12:39 PM |
| 11 | Per diem   | 7/27/2021 12:36 PM |

|    |   |                    |
|----|---|--------------------|
| 12 | at home hair stylist  | 7/27/2021 9:05 AM  |
| 13 | International student   | 7/26/2021 1:58 PM  |
| 14 | offered job not yet started   | 7/22/2021 10:02 PM |
| 15 | L&I college recipient   | 7/22/2021 9:33 PM  |
| 16 | Employed part time, seeking full time employment as an LPN post licensure | 7/22/2021 6:19 PM  |
| 17 | Unemployed waiting for LPN license  | 7/22/2021 3:59 PM  |
| 18 | Currently on SSI  | 7/22/2021 1:53 PM  |
| 19 | Unemployed  | 7/22/2021 1:04 PM  |
| 20 | On family medical leave   | 7/22/2021 12:41 PM |
| 21 | Per diem  | 7/22/2021 12:40 PM |

The remaining pages have been omitted as it contains personal identifiable data.

## Q1 What is your current employment status?

Answered: 67   Skipped: 4

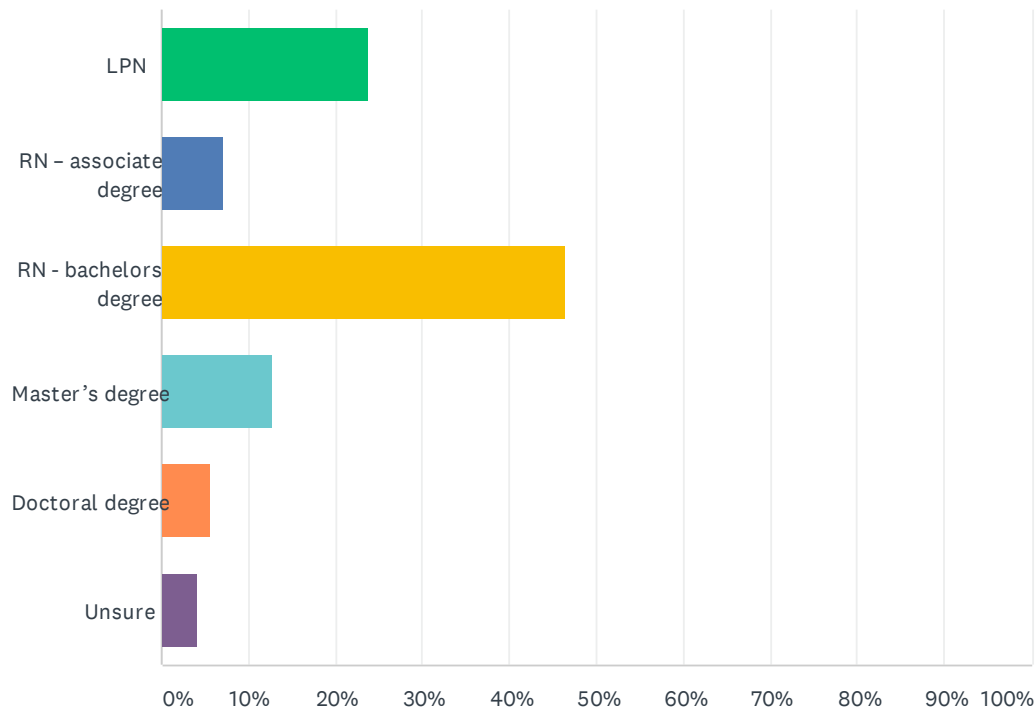


| ANSWER CHOICES  | RESPONSES |    |
|---|-----------|----|
| Actively employed as a full-time LPN                      | 62.69%    | 42 |
| Actively employed as a part-time LPN                      | 25.37%    | 17 |
| Unemployed but seeking employment as an LPN               | 5.97%     | 4  |
| Actively employed full-time in a field other than nursing | 2.99%     | 2  |
| Unemployed, not seeking employment as an LPN              | 0.00%     | 0  |
| Actively employed part-time in a field other than nursing | 2.99%     | 2  |
| TOTAL   |           | 67 |



## Q2 What is the highest level of nursing education you hope to obtain?

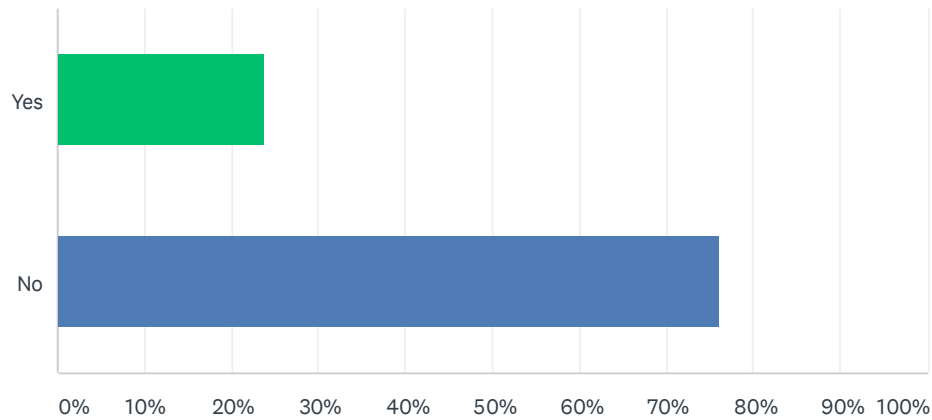
Answered: 71 Skipped: 0



| ANSWER CHOICES        | RESPONSES |           |
|-----------------------|-----------|-----------|
| LPN                   | 23.94%    | 17        |
| RN – associate degree | 7.04%     | 5         |
| RN - bachelors degree | 46.48%    | 33        |
| Master's degree       | 12.68%    | 9         |
| Doctoral degree       | 5.63%     | 4         |
| Unsure                | 4.23%     | 3         |
| <b>TOTAL</b>          |           | <b>71</b> |

### Q3 Are you currently in an academic program to continue your nursing education?

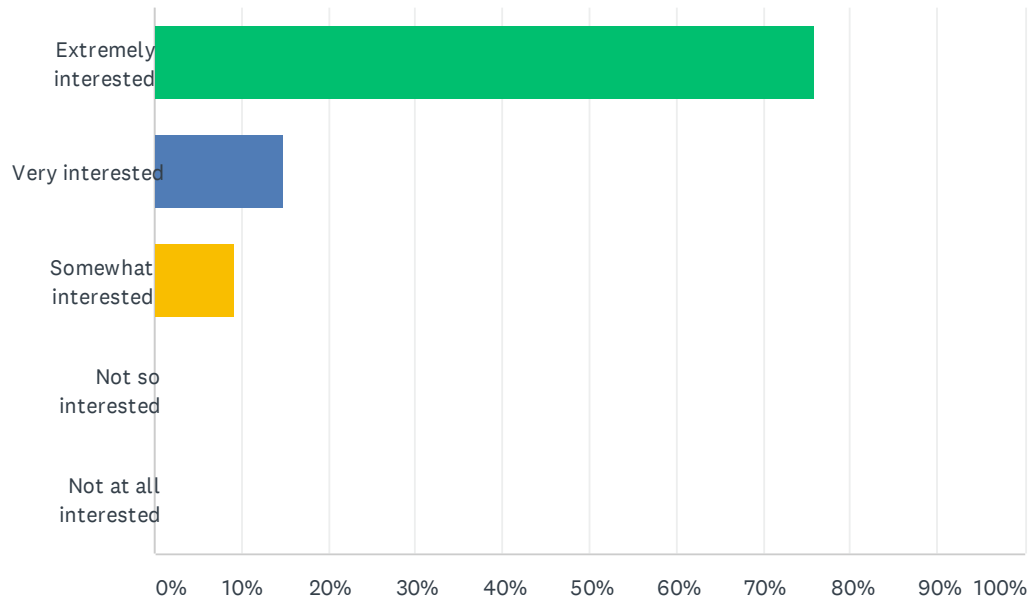
Answered: 71 Skipped: 0



| ANSWER CHOICES | RESPONSES |    |
|----------------|-----------|----|
| Yes            | 23.94%    | 17 |
| No             | 76.06%    | 54 |
| TOTAL          |           | 71 |

## Q4 How interested are you in pursuing a bachelor's degree in Nursing?

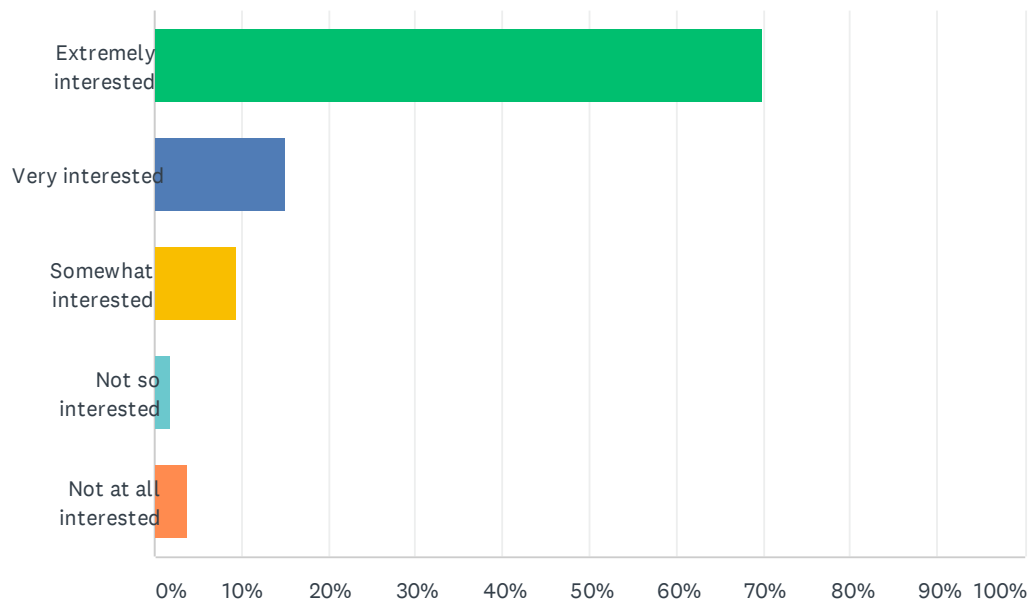
Answered: 54   Skipped: 17



| ANSWER CHOICES        | RESPONSES |           |
|-----------------------|-----------|-----------|
| Extremely interested  | 75.93%    | 41        |
| Very interested       | 14.81%    | 8         |
| Somewhat interested   | 9.26%     | 5         |
| Not so interested     | 0.00%     | 0         |
| Not at all interested | 0.00%     | 0         |
| <b>TOTAL</b>          |           | <b>54</b> |

## Q5 If Green River offered a bachelor's degree in Nursing, how interested would you be in continuing your nursing education at Green River?

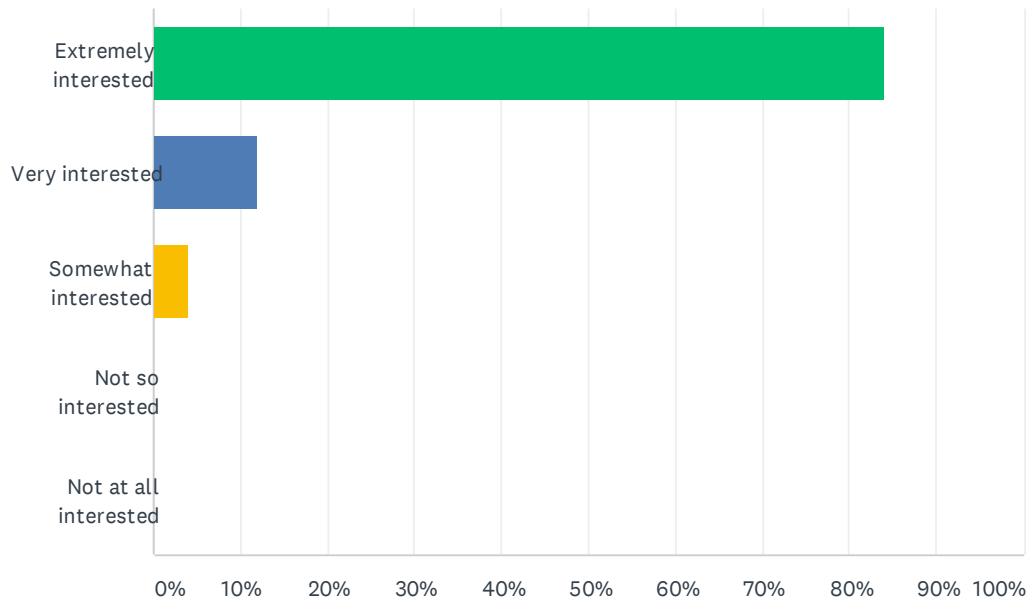
Answered: 53   Skipped: 18



| ANSWER CHOICES        | RESPONSES |    |
|-----------------------|-----------|----|
| Extremely interested  | 69.81%    | 37 |
| Very interested       | 15.09%    | 8  |
| Somewhat interested   | 9.43%     | 5  |
| Not so interested     | 1.89%     | 1  |
| Not at all interested | 3.77%     | 2  |
| TOTAL                 |           | 53 |

## Q6 How interested are you in continuing your nursing education from LPN to BSN within the next five years?

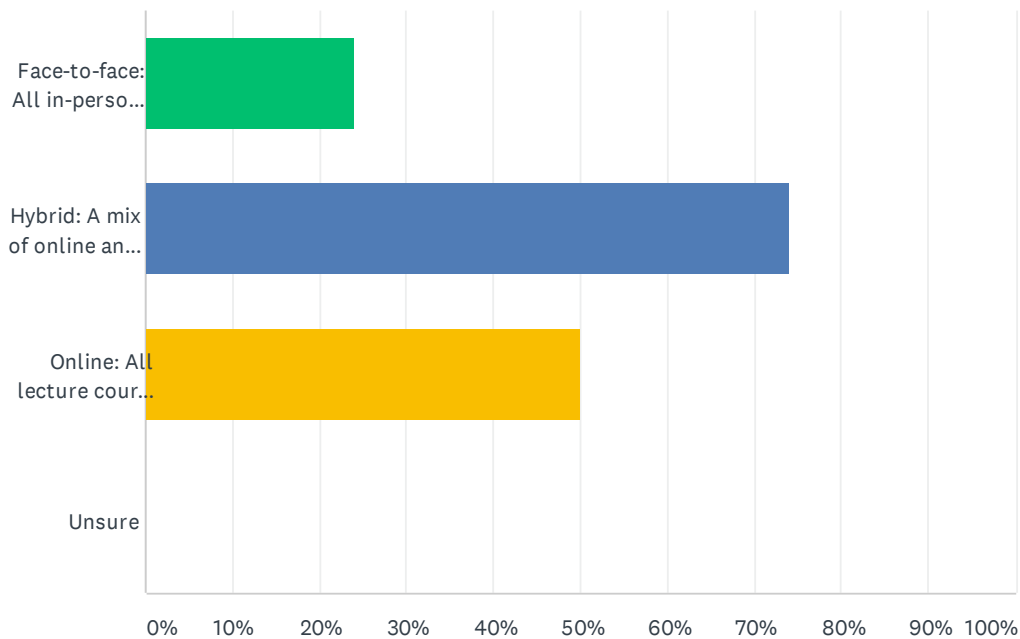
Answered: 50 Skipped: 21



| ANSWER CHOICES        | RESPONSES |    |
|-----------------------|-----------|----|
| Extremely interested  | 84.00%    | 42 |
| Very interested       | 12.00%    | 6  |
| Somewhat interested   | 4.00%     | 2  |
| Not so interested     | 0.00%     | 0  |
| Not at all interested | 0.00%     | 0  |
| TOTAL                 |           | 50 |

## Q7 If interested in continuing your nursing education, what type of format(s) would you prefer? Select all that apply.

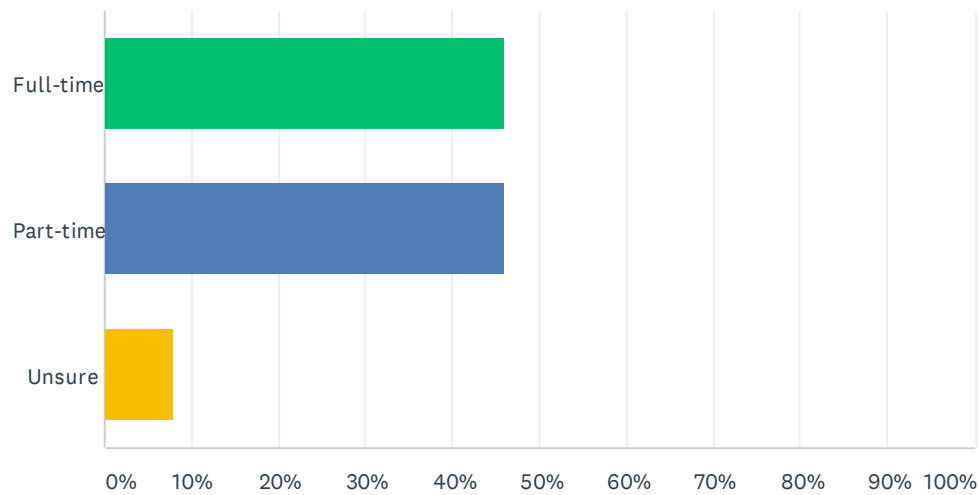
Answered: 50 Skipped: 21



| ANSWER CHOICES  | RESPONSES |    |
|---|-----------|----|
| Face-to-face: All in-person classroom setting                       | 24.00%    | 12 |
| Hybrid: A mix of online and in-person lecture sessions              | 74.00%    | 37 |
| Online: All lecture courses online with clinical and labs in person | 50.00%    | 25 |
| Unsure  | 0.00%     | 0  |
| Total Respondents: 50   |           |    |

## Q8 If Green River offered a bachelor's degree in Nursing, would you prefer to attend:

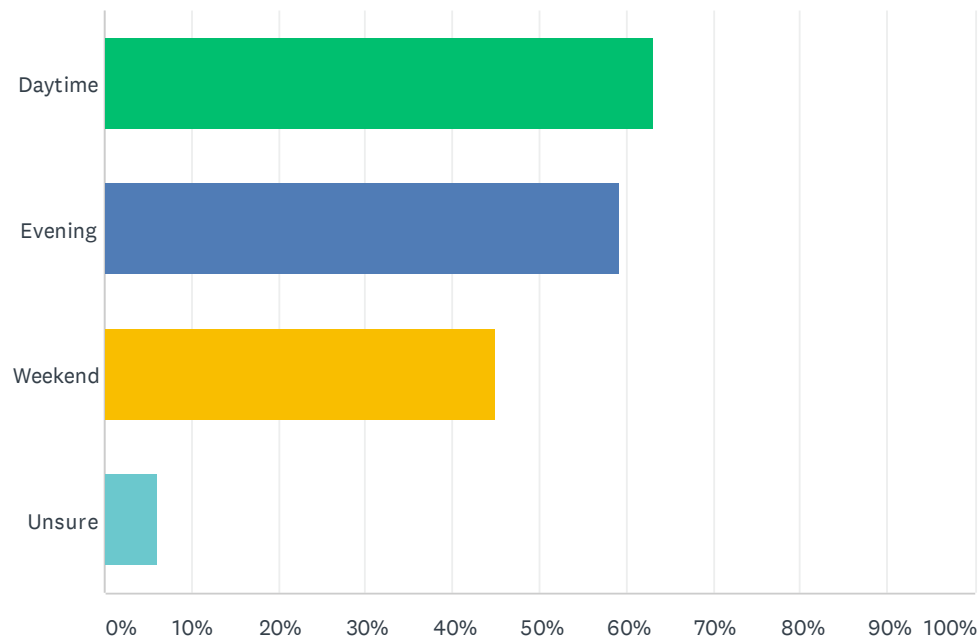
Answered: 50   Skipped: 21



| ANSWER CHOICES |  | RESPONSES |    |
|----------------|--|-----------|----|
| Full-time      |  | 46.00%    | 23 |
| Part-time      |  | 46.00%    | 23 |
| Unsure         |  | 8.00%     | 4  |
| TOTAL          |  |           | 50 |

## Q9 If Green River offered a bachelor's degree in Nursing, when would you prefer to attend in person-components of the program (select all that apply):

Answered: 49 Skipped: 22

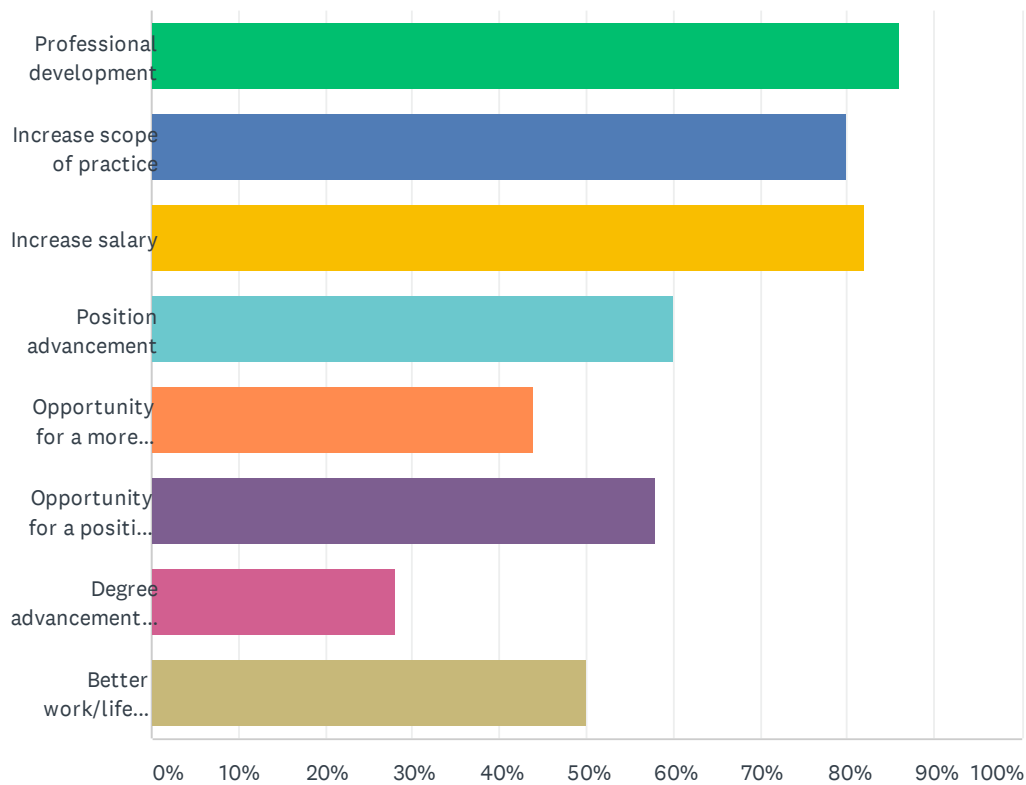


| ANSWER CHOICES        | RESPONSES |    |
|-----------------------|-----------|----|
| Daytime               | 63.27%    | 31 |
| Evening               | 59.18%    | 29 |
| Weekend               | 44.90%    | 22 |
| Unsure                | 6.12%     | 3  |
| Total Respondents: 49 |           |    |



## Q10 What are your personal and/or professional reasons for pursuing a bachelors degree in nursing? Select all that apply.

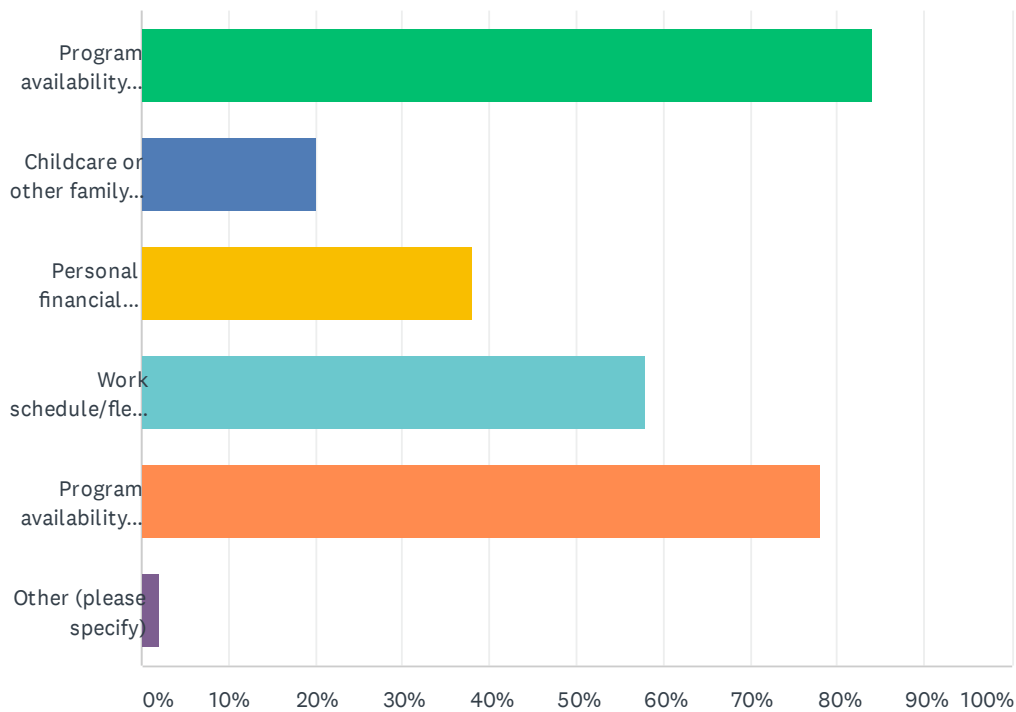
Answered: 50 Skipped: 21



| ANSWER CHOICES   | RESPONSES |    |
|--|-----------|----|
| Professional development                                 | 86.00%    | 43 |
| Increase scope of practice                               | 80.00%    | 40 |
| Increase salary  | 82.00%    | 41 |
| Position advancement                                     | 60.00%    | 30 |
| Opportunity for a more flexible work schedule            | 44.00%    | 22 |
| Opportunity for a position in additional settings        | 58.00%    | 29 |
| Degree advancement such as a masters or doctorate degree | 28.00%    | 14 |
| Better work/life balance                                 | 50.00%    | 25 |
| Total Respondents: 50                                    |           |    |

## Q11 What are some barriers that may make it difficult to continue your nursing education?

Answered: 50 Skipped: 21

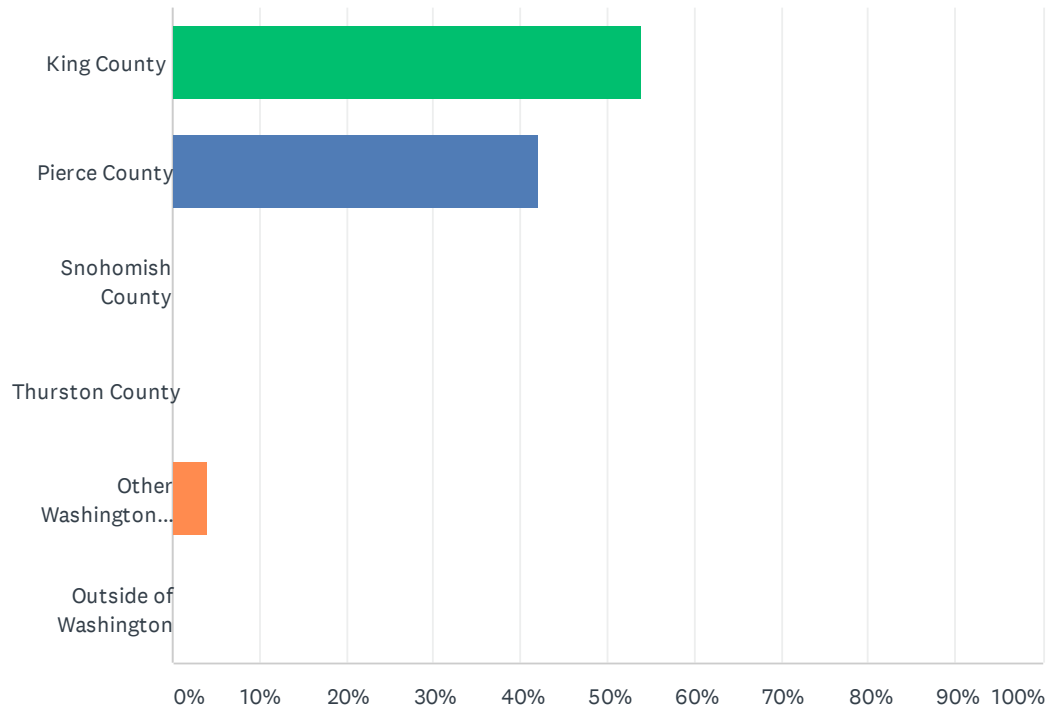


| ANSWER CHOICES  |  | RESPONSES |    |
|---|--|-----------|----|
| Program availability near me (location)               |  | 84.00%    | 42 |
| Childcare or other family obligation                  |  | 20.00%    | 10 |
| Personal financial obligations                        |  | 38.00%    | 19 |
| Work schedule/flexibility to attend classes           |  | 58.00%    | 29 |
| Program availability to pursue a LPN to RN/BSN bridge |  | 78.00%    | 39 |
| Other (please specify)                                |  | 2.00%     | 1  |
| Total Respondents: 50                                 |  |           |    |

| # | OTHER (PLEASE SPECIFY)         | DATE              |
|---|--------------------------------|-------------------|
| 1 | Have a B- in one of my classes | 7/22/2021 1:47 PM |

## Q12 In what county do you currently live?

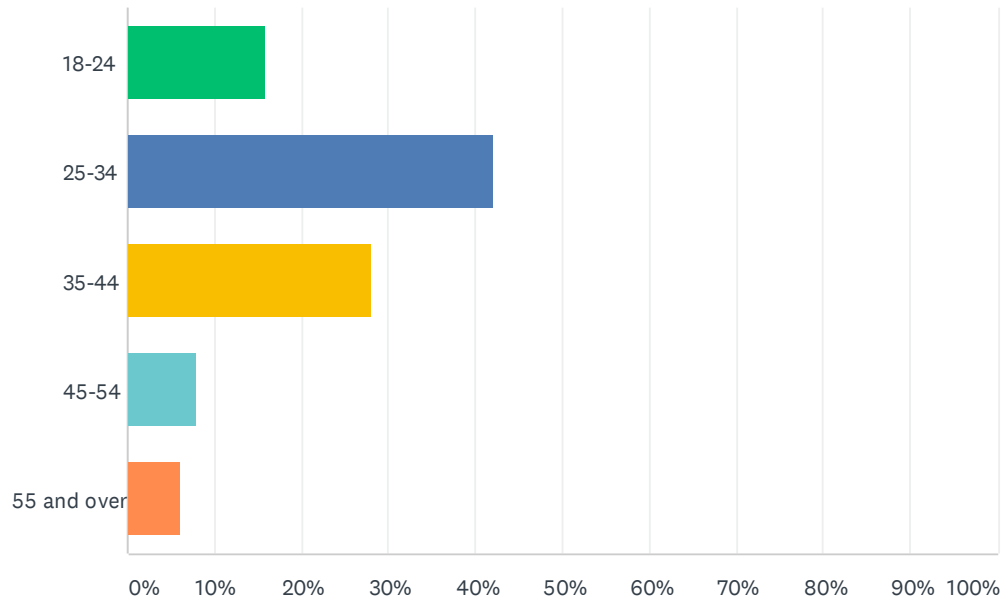
Answered: 50   Skipped: 21



| ANSWER CHOICES          | RESPONSES |    |
|-------------------------|-----------|----|
| King County             | 54.00%    | 27 |
| Pierce County           | 42.00%    | 21 |
| Snohomish County        | 0.00%     | 0  |
| Thurston County         | 0.00%     | 0  |
| Other Washington County | 4.00%     | 2  |
| Outside of Washington   | 0.00%     | 0  |
| TOTAL                   |           | 50 |

## Q13 What is your current age?

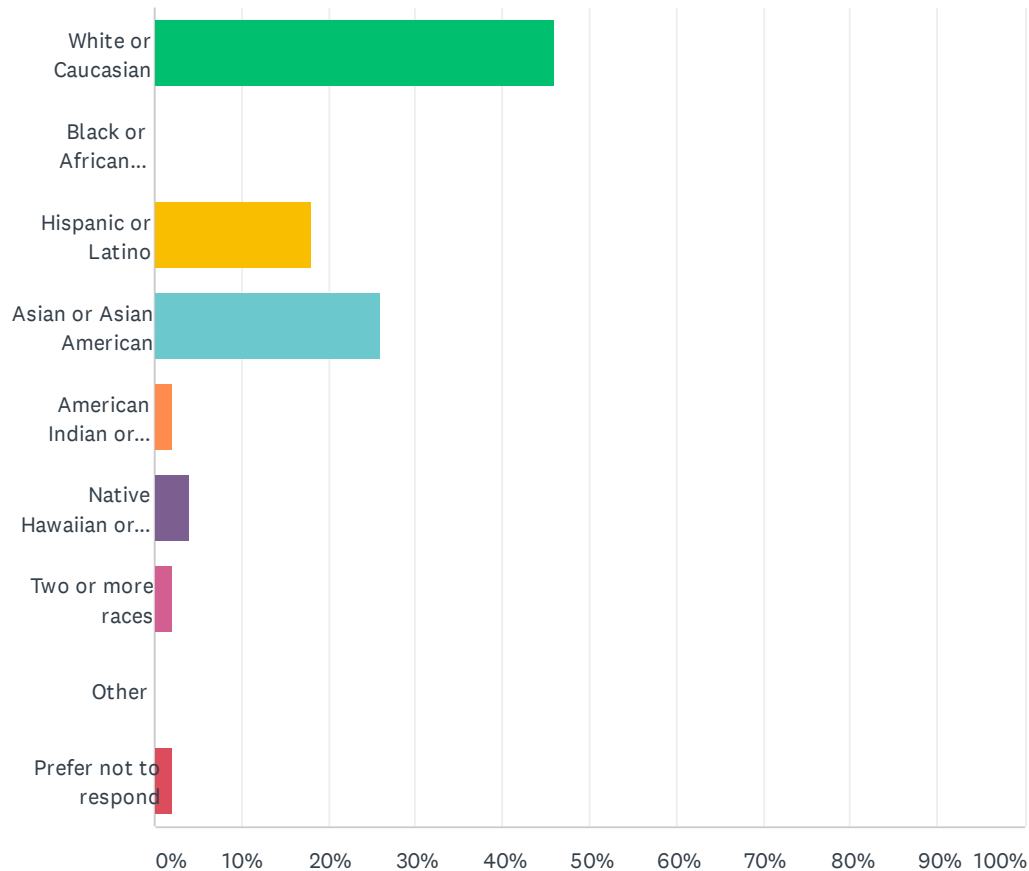
Answered: 50   Skipped: 21



| ANSWER CHOICES | RESPONSES |    |
|----------------|-----------|----|
| 18-24          | 16.00%    | 8  |
| 25-34          | 42.00%    | 21 |
| 35-44          | 28.00%    | 14 |
| 45-54          | 8.00%     | 4  |
| 55 and over    | 6.00%     | 3  |
| TOTAL          |           | 50 |

## Q14 What race/ethnicity do you identify with?

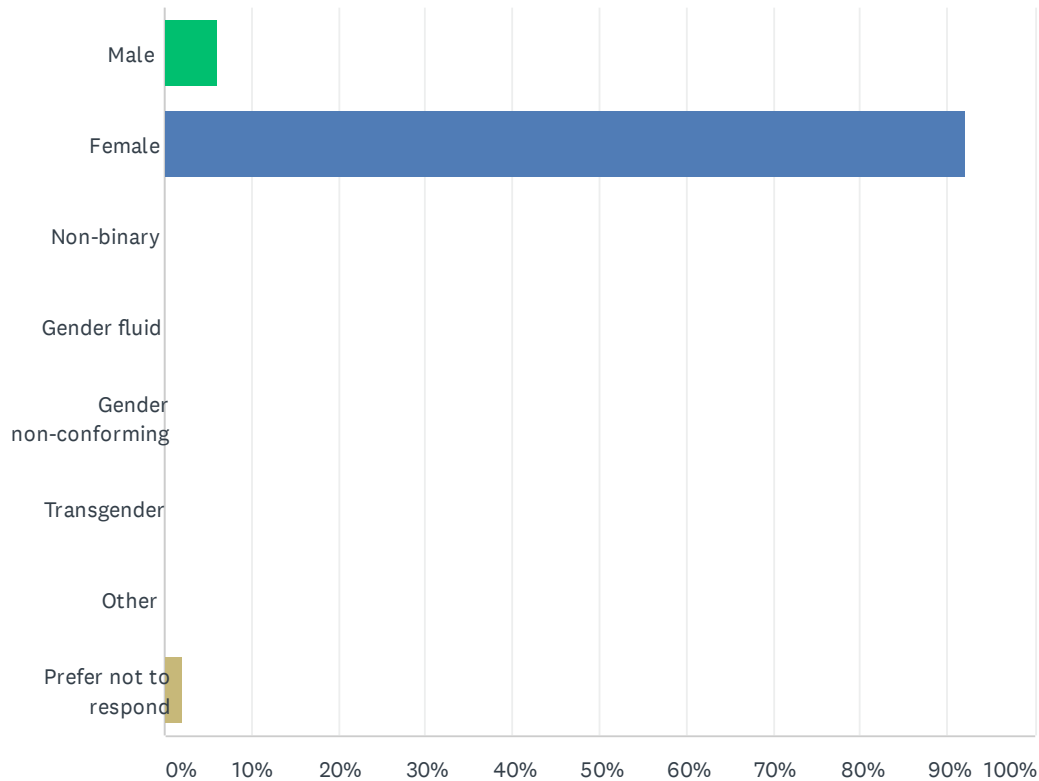
Answered: 50 Skipped: 21



| ANSWER CHOICES                            | RESPONSES |           |
|---|-----------|-----------|
| White or Caucasian                        | 46.00%    | 23        |
| Black or African American                 | 0.00%     | 0         |
| Hispanic or Latino                        | 18.00%    | 9         |
| Asian or Asian American                   | 26.00%    | 13        |
| American Indian or Alaska Native          | 2.00%     | 1         |
| Native Hawaiian or other Pacific Islander | 4.00%     | 2         |
| Two or more races                         | 2.00%     | 1         |
| Other                                     | 0.00%     | 0         |
| Prefer not to respond                     | 2.00%     | 1         |
| <b>TOTAL</b>                              |           | <b>50</b> |

## Q15 What gender identity do you identify with?

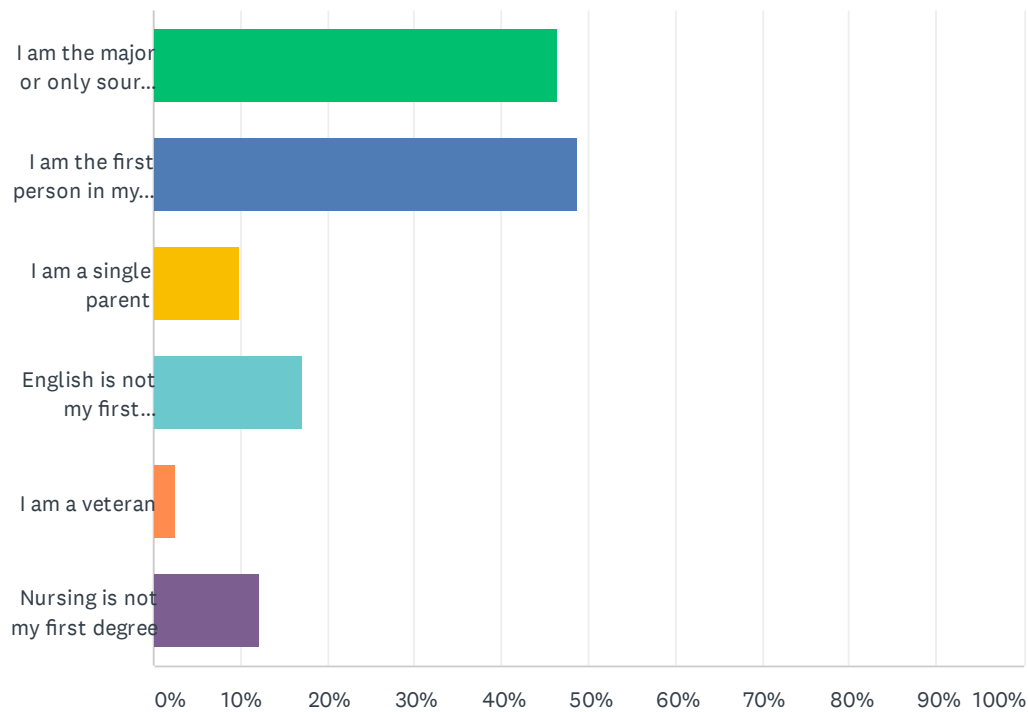
Answered: 50 Skipped: 21



| ANSWER CHOICES        | RESPONSES |    |
|-----------------------|-----------|----|
| Male                  | 6.00%     | 3  |
| Female                | 92.00%    | 46 |
| Non-binary            | 0.00%     | 0  |
| Gender fluid          | 0.00%     | 0  |
| Gender non-conforming | 0.00%     | 0  |
| Transgender           | 0.00%     | 0  |
| Other                 | 0.00%     | 0  |
| Prefer not to respond | 2.00%     | 1  |
| TOTAL                 |           | 50 |

## Q16 Which of the following statements describes you? Select all that apply.

Answered: 41 Skipped: 30



| ANSWER CHOICES  | RESPONSES |    |
|---|-----------|----|
| I am the major or only source of income for my family | 46.34%    | 19 |
| I am the first person in my family to go to college   | 48.78%    | 20 |
| I am a single parent                                  | 9.76%     | 4  |
| English is not my first language                      | 17.07%    | 7  |
| I am a veteran  | 2.44%     | 1  |
| Nursing is not my first degree                        | 12.20%    | 5  |
| Total Respondents: 41                                 |           |    |

The remaining pages have been omitted as it contains personal identifiable data.

## Indeed Job Search 9/1/2021

6,075 Registered Nurse Jobs with 1 x

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Date Posted Remote within 50 miles Salary Estimate Job Type Specialty License Shift & Schedule Work Setting Location Company Experience Level

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Registered Nurse Jobs in Auburn, WA

Sort by: **relevance** - date Page 1 of 6,075 jobs

**Registered Nurse**

Sound Vascular and Vein 3.5 ★

Federal Way, WA 98001

**\$37 - \$44 an hour**

➤ Easily apply

- Procedures include Endovascular AVF creation, angiograms, port placement, PICC placement, PD catheter placement, catheter removal, arteriograms, and...

Active 2 days ago

**new**

**RN - Med/Surg Interm Care (\$10k Sign-on & \$20k Student Loan...**

MultiCare Health System 3.7 ★

Auburn, WA

➤ Easily apply

- New graduates or RNs without hospital experience should apply for an upcoming RN residency.
- We are proud to offer a \$10k Sign-on bonus with a 2-year...

4 days ago

**Registered Nurse**

Sound Vascular and Vein ★★★★★ 2 reviews

Federal Way, WA 98001

**\$37 - \$44 an hour**

Employer actively reviewed job 2 days ago

**Apply Now**

**Job details**

**Salary**

\$37 - \$44 an hour

**Medical Specialty**

Critical & Intensive Care, Emergency Medicine, Surgery

**Benefits & Perks**

Health insurance, 401(k), Dental insurance

**Work Settings**

Outpatient

**Job Type**

Full-time

**Number of hires for this role**

1

**Full Job Description**

We are hiring one **FULL TIME RN** to join our team of skilled doctors, nurses and surgical tech's in a busy outpatient



# You Belong Here

## RN System Float Pool - Med/Surg

[APPLY](#)[REFER A FRIEND](#)[BACK](#)

### Job Details

**Job ID:** 97076**Location:** Auburn, WA**Entity:** MultiCare Health System**Category:** Nursing - RN Staff**Specialty:** Medical/Surgical**Department:** System Floats**Employment Type:** Part Time - Regular**Primary Shift:** Night**Work Schedule:** Variable 12 Hour Shifts

The reasons to work at MultiCare are as unique as the people who do. Join us for the professional challenges you seek. In the settings you prefer. With schedules that fit your life. Learn more at [www.multicarejobs.org](http://www.multicarejobs.org)

#### Position Summary:

The Registered Nurse-Float Pool provides clinical nursing care to assigned patients, performing related assessments, procedures and treatments, evaluations, patient care plan development/revisions, and education to patient and/or family. The RN-Float puts the patient first and ensures that high quality care is given to assigned patients by following policies, clinical guidelines, safety systems such as medication scanning and bed alarm use, timely and accurate documentation, core measure compliance and serving as a patient advocate. The RN-Float makes providing an exceptional patient/family experience high priority. Float Nurses are initially trained in Medical/Surgical/Orthopedic and Critical Care Unit (CCU) competencies and will primarily float between these two areas. Once solid competency and performance is established in these areas, Float Nurses are expected to expand their competency set to be able to float to Pediatrics, low acuity NICU, Mother/Baby, and other departments as needed, through ongoing training determined by the Manager of the RN Float Pool. Specialty Trained Float Pool Nurses in Critical care will be put into dual competencies such as Pcu/ED/Psych

#### Minimum Requirements:

Three (2) years of experience required

#### Education/Licenses/Certifications:

Bachelor's Degree in Nursing, or obtained within three years from the initial date of hire

Advanced Degree in Nursing (MSN, PhD, DNP, ARNP) preferred.

Graduate of an accredited school of nursing required.

RN licensure issued by Washington State to practice professional nursing

Refer to CPR and ALS policy grid for requirements

#### Additional Information:

\$20,000 Sign On bonus and Up to \$10,000 Relocation Bonus for qualifying external Nurses; with a 2 year commitment. MultiCare offers a \$20k Loan Forgiveness program for qualified candidates hired into a min FTE of .75.

SEARCH BY KEYWORD

SEARCH

SEARCH BY CATEGORY

SEARCH BY LOCATION

SEARCH BY SPECIALTY

SEARCH BY ENTITY

[VIEW ALL JOBS](#)[Hiring Process](#)[Current Employee Job Search](#)[Returning Applicants](#)

#### Pay & Benefits

[You care for our patients. Let us care for you.](#)

Chat with our AI  
Recruiting Assistant



## Curriculum Vitae

### Nurse Administrator

*Robert Wood Johnson Future of Nursing Scholar*

ADDRESS

PHONE

EMAIL

### Education

University of Washington, Seattle, Washington  
 Philosophy in Nursing Science (Ph.D), June XXXX  
 Robert Wood Johnson Foundation Future of Nursing Scholar  
 Dissertation: *Disproportionality in School Disciplinary Practices: Findings From a Policy Surveillance.*

June 2015      University of Washington, Tacoma, Washington  
 Master of Nursing (MN), June XXXX  
 Focus: Education and Community Health  
 Scholarly Project: *Assessing the attitudes, perceived knowledge and risk behaviors of HIV/AIDS among college students, ages 18-29: Implications for planning interventions*

June 2013      University of Washington, Tacoma, Washington  
 Bachelor of Science in Nursing (BSN), June XXXX

March 2012      Tacoma Community College, Tacoma, Washington  
 Associate of Applied Science (AAS-RN), March XXXX

### Current License

Registered Nurse      Washington Board of Nursing (License Number RNXXXXXXXXXX)

### Professional Experience: Academic Appointments

Green River College Auburn, Washington      Associate Dean of Nursing Programs

Associate Dean of Nursing Programs, responsible for administration of the Practical Nursing Program, Nursing Assistant Program and Phlebotomy Program at Green River College. Responsible for achieving pre-accreditation through the National League for Nursing Commission for Nursing Education Accreditation (CNEA) and program growth through the development of an LPN to BSN pathway as well as an MA to LPN pathway. Duties included but are not limited to, program administration and budget authority, facilitation of admissions, reporting and recording keeping, student recruitment and retention, clinical placements, faculty hiring and development including tenure processes. Secured \$1.5 million in intuitional funding for a remodel to increase program facilities to include an additional classroom, lab, and new Simulation suite.

January 2018-September 2019

Green River College Auburn, Washington  
Director of Nursing Programs

Director of Nursing Programs, responsible for overseeing the Practical Nursing Program, Nursing Assistant Program and Phlebotomy Program at Green River College. Within my first six months with this program initiated a state approved phlebotomy program that has run at full capacity with a waitlist each quarter it has been offered. In addition, I wrote a detailed systematic program evaluation, submitted two curriculum revisions to the state accrediting body, one for the Practical Nursing Program and one for the Nursing Assistant Program, both of which were accepted. Furthermore, I achieve pre-accreditation candidacy through the National League for Nursing Commission for Nursing Education Accreditation (CNEA) and increased the program NCLEX-PN pass rates from 65% to 100% in one academic year and sustaining that pass rate a second year. Duties included but are not limited to, program administration, facilitation of admissions, reporting and recording keeping, student recruitment and retention, clinical placements, faculty hiring and development.

September 2015-September 2020

Green River College Auburn, Washington  
Nursing Adjunct Faculty

Full-time faculty for the nursing program at Green River College. Courses include lead faculty member teaching theory and clinical content for the Nursing Assistant Program and guest lecturing in the Practical Nursing program teaching theory relating to medical-surgical nursing practice. Additional teaching appointments included teaching a hybrid nutrition course and working with ESOL students entering the healthcare field. Served as the Nursing Club Faculty Advisor for the 2017-2018 academic years.

Lead Faculty: NRSA110, NRSA111, NURSE127, NURSE 104, NURSE 106,  
NURSE107, NURSE 109, NURSE110, NURSE 112,  
NURSE113, NURSE 123 and NUTR&101 Hybrid Course

Guest Lecturer: NURSE101, NURSE 102, NURSE 105, NURSE 111, and  
NURSE114

September 2016-August 2017

Green River College Auburn, Washington  
HRSA Nursing Workforce Diversity  
Grant Manager and Retention Specialist

Health Resources and Services Administration Nursing Workforce Diversity Grant Management and Retention Specialist duties included participating in quarterly calls with the funders and recipients, facilitating quarterly trainings with the students pertaining to academic and professional growth, organizing and community mentors for the students, and providing large group and one-on-one tutoring services. In addition to this, a four-day intensive professional development workshop was designed for the students focusing on topics such as leadership, advancing education, professionalism in the workforce and health disparities.

**Academic Experience: Guest Lectures**

January 2019

University of Washington, Tacoma  
Nursing and Healthcare Leadership, BSN  
TNURS 435 Nursing Leadership

April 2021

University of Washington, Tacoma  
Nursing and Healthcare Leadership, BSN  
TNURS 412 Healthcare Systems

**Academic Committees and Service**

September 2020-December 2021

University of Washington, Tacoma  
Nursing Supervisory Committee, Graduate  
*Evaluating the Effectiveness of Pipeline  
Programs for Student of Color Pursuing  
Healthcare Career*

January 2020-June 2020

Western Governors University  
Capstone Project Mentor, Graduate  
*Vision and Hearing Screening in Elementary  
Education, Training for Nursing Students*

**Professional Experience: Industry Appointments**

September 2014-June 2018

CHI Franciscan Health, St. Elizabeth Hospital  
Enumclaw, Washington, House Supervisor

January 2013- June 2018

CHI Franciscan Health, St. Elizabeth Hospital  
Enumclaw, Washington, Charge Nurse

March 2012-June 2018

CHI Franciscan Health, St. Elizabeth Hospital  
Enumclaw, Washington, Staff Nurse

**Board Memberships**

2021-2023

President, Board of Directors for Clinical Placements Northwest

**Presentations**

May 2021

Washington Center for Nursing: So You Want to Be a Professor  
Green River College, Auburn, Washington

Sept. 2020

Washington Center for Nursing: So You Want to Be a Professor  
Green River College, Auburn, Washington

May 2019

Washington Center for Nursing: So You Want to Be a Professor  
Green River College, Auburn, Washington

May 2018

Disproportionality in School Disciplinary Practices: Findings from a Policy Surveillance.  
Dissertation Defense, University of Washington, Seattle, Washington.

|            |   |
|------------|---|
| July 2017  | Applying a Trauma Informed Care Lens to Educational Practice: Ameliorating the Deleterious Effects of Adverse Childhood Experiences<br>Robert Wood Johnson Foundation Future of Nursing Scholars Summer Institute, Washington D.C |
| April 2017 | Health Resources and Services Administration: Green River College Nursing Workforce Diversity Grant<br>Council on Nursing Education in Washington State, Spokane, Washington  |
| July 2016  | Adverse Childhood Experiences<br>Robert Wood Johnson Foundation Future of Nursing Scholars Summer Institute, Colorado Spring, Colorado  |
| May 2015   | Screening-Raising of America: Addressing Adverse Childhood Experiences<br>Tacoma-Pierce County Health Department, University of Washington students, healthcare providers and community members. Tacoma, Washington.              |

### **Publications and Manuscripts**

|      |  |
|------|--|
| 2019 | Nurius, P., LaValley, K. & Kim, M. (2019). Victimization, Poverty, and Resilience Resources: Stress Process Considerations for Adolescent Mental Health<br><i>School Mental Health</i> . <a href="https://doi.org/10.1007/s12310-019-09335-z">https://doi.org/10.1007/s12310-019-09335-z</a> |
| 2021 | LaValley, K. (2021). Acknowledging Disproportionality in Disciplinary Practices: A Policy Surveillance, Pending Publication  |
| 2021 | LaValley, K. (2021). Strategies for Ameliorating Disproportionality in Disciplinary Practices: Findings and Implications from Policy Surveillance, Pending Publication   |
| 2021 | LaValley, K. (2021). Expanding the use of Policy Surveillance Methods as a Tool for Advancing Population Health, Pending Publication   |

### **Grants**

|           |  |
|-----------|--|
| 2021-2022 | Hospital Employee Education and Training (HEET) Grant, Co-Writer, Grant Manager, Secured \$232,000.00  |
| 2021      | Hospital Employee Education and Training (HEET) Special Projects Grant, Writer, Lead Point of Contact, Secured \$88,353                                  |
| 2020-2021 | Washington State Board of Community and Technical Colleges, Professional/Technical Restart Grant, Co-Writer, Secured \$199,932                           |
| 2020-2021 | Hospital Employee Education and Training (HEET) Grant, Co-Writer, Consortium Grant Supervisor and Lead Institution Point of Contact, Secured \$388,829   |
| 2016-2017 | Health Resources and Services Administration (HRSA) Nursing Workforce Diversity Grant Manager and Retention Specialist, Green River College, Auburn, WA. |

### **Research**

|           |   |
|-----------|---|
| 2020-2021 | Researcher, Transforming Nursing Education through Self-Care  |
| 2015-2018 | Researcher, Best Starts for Kids, Seattle-King County Public Health   |
| 2016-2017 | Research Assistant. Participation in the Public Health Activities and Service Tracking Research Team at the University of Washington, Seattle, WA.  |
| 2013-2015 | Co-Investigator: <i>Assessing the attitudes, perceived knowledge and risk behaviors of HIV/AIDS among college students, ages 18-29: Implications for planning interventions</i><br>University of Washington Scholarly Project, Tacoma, WA |

### **Community Service**

|              |   |
|--------------|---|
| 2020-Present | Volunteer, WAserv, Washington State Department of Health                    |
| 2013-Present | Volunteer, Pierce County Medical Reserve Corps.                             |
| 2005-Present | Volunteer, Community Emergency Response Team, South Puget Sound             |
| 2005-2006    | Volunteer, AmeriCorps, Federal Way School District, Federal Way, Washington |

### **Awards**

|              |   |
|--------------|---|
| 2017-2018    | Johnson and Johnson Campaign for Nursing Future Award |
| 2015-2018    | Robert Wood Johnson Future of Nursing Scholars Award  |
| 2012-Present | Sigma Theta Tau International Honor Society           |
| 2010-2012    | Phi Theta Kappa Honors Society                        |
| 2004-2005    | University of Washington Alumnae Board Scholarship    |

### **Professional Associations**

|              |  |
|--------------|--|
| 2020-Present | Member, Comm. of Interest: Transforming Nursing Culture to Break the Chain of Trauma |
| 2019-Present | Co-Lead, LPN to BSN Academic Progression Group                                       |
| 2018-Present | Member, Washington Center for Nursing, Diversity Committee                           |
| 2018-Present | Member, Council on Nursing Education in Washington State                             |
| 2018-Present | Member, Clinical Placements Northwest  |
| 2017-Present | Member, Social Emotional Learning Consortium   |
| 2016-Present | Member, Blue Ribbon Committee, Healthy Auburn 2020                                   |
| 2015-Present | Member, American Nurses Association  |
| 2015-Present | Member, Washington State Nurses Association  |
| 2015-2016    | Student Representative, University of Washington Ph.D. Coordinating Committee        |
| 2014-Present | Member, American Public Health Association   |
| 2012-Present | Member, Sigma Theta Tau International Honor Society                                  |
| 2010-2012    | President, Student Nurses Organization, Tacoma Community College                     |

**Green River College Practical Nursing Program Clinical Sites  
2021-22**

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

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



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

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

## **Letter of Support from Clinical Partners**



August 4, 2021

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

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

Dear Sir or Madam:

We are writing this letter in support of Green River College's application to develop a Bachelor of Science in Nursing (BSN) degree. This program will be linked to the college's Practical Nursing program as well as a pathway for currently Licensed practical nurses (LPN) to attain a baccalaureate degree as a Registered Nurse (RN).

The nursing shortage continues to be a serious concern in this area. As our population continues to age, our nursing workforce continues to age which underscores the growing need for qualified and culturally competent RNs. According to the annual workforce needs survey conducted by the Washington Health Workforce Sentinel Network, the percentage of medical facilities in King County experiencing exceptionally long vacancies for registered nurses increased from 5% in Spring 2020 to 33% in Spring 2021. In Pierce County, the percentage of facilities experiencing exceptionally long vacancies for registered nurses increased from 11% in Spring 2020 to 38% in Spring 2021.

A BSN degree is required for employment as an RN in the school system. This is often a barrier for experienced nurses who are interested in transitioning to this setting. A local option with an LPN to BSN pathway is so exciting! We are experiencing both an increased need for nursing services and a shortage of available nurses for hire. In the Auburn School District we look forward to partnering with GRCC to support the implementation of this new program.

Upon approval of the program, we would expand our engagement with the college to provide clinical experiences and serve in an advisory capacity and other activities as appropriate. We would be highly invested in the successful outcome of the program because we would receive an immediate benefit from the development of a qualified, larger, local, BSN-prepared RN workforce.

We enthusiastically support the college and look forward to your approval of the program.

Sincerely,

Stephanie Earnhardt, MBA, RN, CEN  
Assistant Director of Health Services

Tami Petrina, MS  
Executive Director of Student Special Services



**ORTING**  
School District #344

121 Whitesell ST NE,  
Orting, WA 98360-8410  
Phone 360-893-6500

August 3, 2021

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

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

Dear Sir or Madam:

I am writing this letter in support of Green River College's application to develop a Bachelor of Science in Nursing (BSN) degree. This program will be linked to the college's Practical Nursing program as well as a pathway for currently Licensed practical nurses (LPN) to attain a baccalaureate degree as a Registered Nurse (RN).

The nursing shortage continues to be a serious concern in this area. As our population continues to age, our nursing workforce continues to age which underscores the growing need for qualified and culturally competent RNs. According to the annual workforce needs survey conducted by the Washington Health Workforce Sentinel Network, the percentage of medical facilities in King County experiencing exceptionally long vacancies for registered nurses increased from 5% in Spring 2020 to 33% in Spring 2021. In Pierce County, the percentage of facilities experiencing exceptionally long vacancies for registered nurses increased from 11% in Spring 2020 to 38% in Spring 2021.

The Orting School District is currently unable to recruit and hire qualified BSN candidates due to the extreme shortage of personnel in our area. This has and will inhibit our ability to maintain safe learning environments for our students.

Upon approval of the program, we would expand our engagement with the college to provide clinical experiences and serve in an advisory capacity and other activities as appropriate. We would be highly invested in the successful outcome of the program because we would receive an immediate benefit from the development of a qualified, larger, local, BSN-prepared RN workforce.

We enthusiastically support the college and look forward to your approval of the program.

Sincerely,

Christopher Willis  
Executive Director of Student Support Services  
Orting School District

*"All students ready for college, careers, and life"*

**Karen Thies, Health Services Supervisor**

8/3/21

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

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

Dear Sir or Madam:

I am writing this letter in support of Green River College's application to develop a Bachelor of Science in Nursing (BSN) degree. This program will be linked to the college's Practical Nursing program as well as a pathway for currently Licensed practical nurses (LPN) to attain a baccalaureate degree as a Registered Nurse (RN).

The nursing shortage continues to be a serious concern in all areas of nursing. Our population is aging, and so is the nursing workforce which underscores the growing need for qualified and culturally competent RNs. A recent workforce needs survey conducted by the Washington Health Workforce Sentinel Network, lists the percentage of medical facilities in King County experiencing exceptionally long vacancies for registered nurses increased from 5% in Spring 2020 to 33% in Spring 2021.

In the last 5 years, I have experienced a staffing shortage of RN's nearly every single year. Every child deserves a school nurse and we have been unable to meet this need. As I write this letter, I have three open positions and one viable candidate. I have nurses working in two buildings so each school has a nurse 1-2 days a week. Technological advances have enabled premature infants born at 24 weeks to survive; now, when those students enter school, they have severe chronic conditions that require a school nurse to care for them.

We currently provide clinical experiences and serve in an advisory capacity for the college without reaping the benefit of employing their students because we need BSN-prepared nurses for our schools. We would be highly invested in the successful outcome of the program and the potential of hiring their students.

We enthusiastically support the college and look forward to your approval of the program.

Sincerely,  
Karen Thies, DNP, RN  
Health Services Supervisor  
Issaquah School District

**Board of Directors**

Harlan Gallinger • Marnie Maraldo • Anne Moore • Sydne Mullings • Suzanne Weaver



Suzanne Johnson

● Fia Eliasson-Creek

RE: Request for support of Green River College's proposed LPN to BSN Pathway

**From:** Mike Hanson (CSC) <[mhanson@TahomaSD.US](mailto:mhanson@TahomaSD.US)>

**Sent:** Monday, August 23, 2021 2:11 PM

**To:** Suzanne Johnson <[SJohnson@greenriver.edu](mailto:SJohnson@greenriver.edu)>

**Subject:** RE: Request for support of Green River College's proposed LPN to BSN Pathway

**CAUTION:** This email originated from outside of Green River College. Please do not click any links or open attachments unless you know the sender and know the information is safe. Even if you know the sender, be cautious of opening the attachment. If you are unsure, contact the IT Help Desk at x2222 or email [ithelpdesk@greenriver.edu](mailto:ithelpdesk@greenriver.edu).

Please do not give out or enter your Green River email, network login, password information on non-Green River websites.

Hi Suzanne,

I am excited to hear about the potential for Green River Community College to offer a LPN to BSN program in our area. Our school system and community have seen and felt the shortage of qualified nurses. We consistently have struggled to fill our school nurse positions. The convenience of a program within our community will lead to more LPNs deciding to make the effort to get their BSN.

This program is a natural extension for many of our students who have an interest in the medical field.

My mother was a LPN student at GRCC many years ago. She had to go elsewhere to complete her RN. She would be thrilled to know that our local community college has seen a need and is addressing it.

Thank you for all you do!

Mike Hanson  
Superintendent



***City of Kent Police/Correction Department***

1230 Central Avenue South, Kent, WA 98032

August 10, 2021

Washington State Board for Community and Technical Colleges

P.O. Box 42495

Olympia, WA 98504-2495

Nursing Care Quality Assurance Commission

P.O. Box 47864

Olympia, WA 98504-7864

Dear Sir or Madam:

[I am] writing this letter in support of Green River College's application to develop a Bachelor of Science in Nursing (BSN) degree. This program will be linked to the college's Practical Nursing program as well as a pathway for currently Licensed practical nurses (LPN) to attain a baccalaureate degree as a Registered Nurse (RN).

The nursing shortage continues to be a serious concern in this area. As our population continues to age, our nursing workforce continues to age which underscores the growing need for qualified and culturally competent RNs. According to the annual workforce needs survey conducted by the Washington Health Workforce Sentinel Network, the percentage of medical facilities in King County experiencing exceptionally long vacancies for registered nurses increased from 5% in Spring 2020 to 33% in Spring 2021. In Pierce County, the percentage of facilities experiencing exceptionally long vacancies for registered nurses increased from 11% in Spring 2020 to 38% in Spring 2021.

Correctional nursing is often forgotten or unknown in medical field. Our partnership with Green River College nursing program has been a positive one that has helped to bring attention to correctional nursing. Our nursing staff often perform as an emergency room nurse would and the development of a Bachelor of Science in Nursing program would add to our ability to expose more nursing students to a career in correctional nursing.

Upon approval of the program, we would expand our engagement with the college to provide clinical experiences and serve in an advisory capacity and other activities as appropriate. We would be highly invested in the successful outcome of the program because we would receive an immediate benefit from the development of a qualified, larger, local, BSN-prepared RN workforce.

We enthusiastically support the college and look forward to your approval of the program.

Sincerely,

Diane McCuiston

Jail Commander

City of Kent Police Department





8/20/21

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

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

Dear Sir or Madam:

I am writing this letter in support of Green River College's application to develop a Bachelor of Science in Nursing (BSN) degree. This program will be linked to the college's Practical Nursing program as well as a pathway for currently Licensed practical nurses (LPN) to attain a baccalaureate degree as a Registered Nurse (RN).

The nursing shortage continues to be a serious concern in this area. As our population continues to age, our nursing workforce continues to age which underscores the growing need for qualified and culturally competent RNs. According to the annual workforce needs survey conducted by the Washington Health Workforce Sentinel Network, the percentage of medical facilities in King County experiencing exceptionally long vacancies for registered nurses increased from 5% in Spring 2020 to 33% in Spring 2021. In Pierce County, the percentage of facilities experiencing exceptionally long vacancies for registered nurses increased from 11% in Spring 2020 to 38% in Spring 2021.

As one focus area in addressing our nursing shortages at MultiCare, we have implemented strategies around the need to increase our recruitment efforts towards BSN-prepared RN's and/or RN's who will commit to fulfill a BSN degree within three-years of employment.

Upon approval of the program, we would expand our engagement with the college to provide clinical experiences and serve in an advisory capacity and other activities as appropriate. We would be highly invested in the successful outcome of the program because we would receive an immediate benefit from the development of a qualified, larger, local, BSN-prepared RN workforce.

We enthusiastically support the college and look forward to your approval of the program.

Sincerely,

A handwritten signature in black ink, appearing to read "Jolita Perez", with a stylized flourish at the end.

**Jolita Perez, MBA-HML**

Manager - Workforce Development & Student Placement, Systemwide



August 30, 2021

Suzanne M. Johnson, Ph.D.  
President, Green River College  
12401 SE 320th St  
Auburn, WA 98092

Dear President Johnson,

Similar to challenges with the Nursing workforce across the country, the State of Washington is facing a period of time necessitating diverse strategies to support the workforce need for professional Nurses. To that end, Virginia Mason Franciscan Health is pleased to provide this letter of support for Green River College's intent to provide a timely, creative implementation of an LPN to BSN Program. This pathway, which leads to a Bachelor of Science in Nursing Degree is an example of one initiative to support the need for Nurses both in our community, and across the State.

As the Interim Division Chief Nursing Officer for Virginia Mason Franciscan Health, I am keenly aware of the current, and impending shortage of Nurses. Factors contributing to this shortage include the toll of our current pandemic and exit of Nurses from the profession, the aging population, an impending population growth, an aging Nursing workforce, and the need for utilization of BSN Nurses across the continuum where healthcare is provided. The Washington Health Workforce Sentinel Network Annual Survey also revealed a prolonged length of time for filling RN vacancies over the past year in our State. These collective factors alone demonstrate the need for Programs such as the one proposed.

To lend support to sustain the Nursing workforce of the future, Green River College's LPN to BSN Program Proposal would be one of only two Programs of its kind in the State of Washington. The acceptance of this Proposal would allow for highly qualified RN professionals to come into the workforce to assist with filling today's, as well as contribute to the future pipeline of Nursing needs.

Demonstrating their sincere intent to progress with this endeavor, Green River College sought, and was awarded a \$232,000 grant to begin this work. This funding allows for necessary resources to be applied to move this Program to fruition.

Thank you for allowing me to share our support for the work of Green River College, which will benefit community of healthcare providers, as well as recipients.

Sincerely,

A handwritten signature in black ink, appearing to read "Patti Ellisor".

Patti Ellisor, RN, MSN, MHA  
Interim Senior Vice President/Chief Nursing Officer  
Virginia Mason Franciscan Health

## **Letter of Support from Employers and Community Organizations**

August 11, 2021

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

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

Dear Sir or Madam:

As Mayor of the City of Auburn, I am writing this letter in support of Green River College's (GRC) application to develop a Bachelor of Science in Nursing (BSN) degree. This innovative program will be linked to the GRC's Practical Nursing program, as well as a pathway for currently Licensed Practical Nurses to attain a baccalaureate degree as a Registered Nurse (RN).

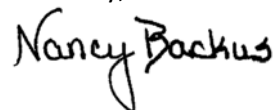
The nursing shortage continues to be a serious concern in this area. Just as our population continues to age, our nursing workforce also continues to age; underscoring the growing need for qualified and culturally competent RNs. According to the annual workforce needs survey conducted by the Washington Health Workforce Sentinel Network, the percentage of medical facilities in King County experiencing exceptionally long vacancies for registered nurses increased from 5% in Spring 2020 to 33% in Spring 2021. In Pierce County, the percentage of facilities experiencing exceptionally long vacancies for registered nurses increased from 11% in Spring 2020 to 38% in Spring 2021.

Our community hospital, MultiCare Auburn Medical Center, is planning on expanding and the city population has significantly grown over the past few years. The need for BSN nurses is increasing each year. My family has personally experienced this need during my mother's two recent stays in the hospital.

The City of Auburn would be highly invested in the successful outcome of the program and our entire community would benefit from the development of a qualified, larger, local, BSN-prepared RN workforce.

I enthusiastically support Green River College and look forward to your approval of the program!

Sincerely,

A handwritten signature in black ink that reads "Nancy Backus". The signature is written in a cursive, flowing style.

Nancy Backus  
Mayor

August 4, 2021

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

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

Dear Sir or Madam:

I am writing this letter in support of Green River College's application to develop a Bachelor of Science in Nursing (BSN) degree. This program will be linked to the college's Practical Nursing program as well as a pathway for currently Licensed practical nurses (LPN) to attain a baccalaureate degree as a Registered Nurse (RN).

The nursing shortage continues to be a serious concern in this area. As our population continues to age, our nursing workforce continues to age which underscores the growing need for qualified and culturally competent RNs. According to the annual workforce needs survey conducted by the Washington Health Workforce Sentinel Network, the percentage of medical facilities in King County experiencing exceptionally long vacancies for registered nurses increased from 5% in Spring 2020 to 33% in Spring 2021. In Pierce County, the percentage of facilities experiencing exceptionally long vacancies for registered nurses increased from 11% in Spring 2020 to 38% in Spring 2021.

Older adults in the Auburn community deserve to have quality nurses available to care for them. We need well trained nurses who can meet the needs of the growing population in the south sound. In the past we have had great partnerships with the college's LPN program. Students have worked on site at the Senior Center which has been a win/win situation.

Upon approval of the program, we would expand our engagement with the college to provide clinical experiences and serve in an advisory capacity and other activities as appropriate. We would be highly invested in the successful outcome of the program because we would receive an immediate benefit from the development of a qualified, larger, local, BSN-prepared RN workforce.

We enthusiastically support the college and look forward to your approval of the program.

Sincerely,

Radine Lozier, Manager  
Auburn Senior Activity Center



[www.healthpointchc.org](http://www.healthpointchc.org)

**ADMINISTRATION**

955 Powell Avenue SW  
Renton, WA 98057

main (425) 277-1311

fax (425) 277-1566

August 11, 2021

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

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

Dear Sir or Madam:

HealthPoint is writing this letter in support of Green River College's application to develop a Bachelor of Science in Nursing (BSN) degree. This program will be linked to the college's Practical Nursing program as well as a pathway for currently Licensed practical nurses (LPN) to attain a baccalaureate degree as a Registered Nurse (RN).

The nursing shortage continues to be a serious concern in this area. As our population continues to age, our nursing workforce continues to age which underscores the growing need for qualified and culturally competent RNs. According to the annual workforce needs survey conducted by the Washington Health Workforce Sentinel Network, the percentage of medical facilities in King County experiencing exceptionally long vacancies for registered nurses increased from 5% in Spring 2020 to 33% in Spring 2021. In Pierce County, the percentage of facilities experiencing exceptionally long vacancies for registered nurses increased from 11% in Spring 2020 to 38% in Spring 2021.

HealthPoint provides primary care services to the diverse, underserved population of south King County. Nurses are a vital team member as we provide that care and we have certainly experienced the challenge of recruiting nurses into our clinics. We would particularly like to partner in supporting Green River College in providing opportunities for community members to become nurses who can serve this diverse community.

HealthPoint would be highly invested in the successful outcome of the program because we would receive an immediate benefit from the development of a qualified, larger, local, BSN-prepared RN workforce.

We enthusiastically support the college and look forward to your approval of the program.

Sincerely,

A blue ink signature of Lisa Yohalem, written in a cursive style.

Lisa Yohalem  
Chief Executive Officer

A blue ink signature of Judy Featherstone MD, written in a cursive style.

Judy Featherstone MD  
Chief Health Officer, Leader of our Academic Education Programs

**CLINIC LOCATIONS:**

Auburn • Auburn North • Bothell • Federal Way • Kent • Midway • Redmond • Renton • SeaTac • Skyway • Sunset Neighborhood Center Renton • Tukwila • Evergreen Campus Burien • Tyee Campus SeaTac • Renton High School • TAF@Saghalie Campus Federal Way



# SEIU HEALTHCARE 1199NW MULTI-EMPLOYER TRAINING & EDUCATION FUND

8/23/2021

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

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

Dear Sir or Madam:

The SEIU Healthcare 1199NW Multi-Employer Training and Education Fund is writing this letter in support of Green River College's application to develop a Bachelor of Science in Nursing (BSN) degree. This program will be linked to the college's Practical Nursing program and as a pathway for currently Licensed Practical Nurses (LPN) to attain a baccalaureate degree as a Registered Nurse (RN).

The nursing shortage continues to be a serious concern in this area. As our population continues to age, our nursing workforce continues to age which underscores the growing need for qualified and culturally competent RNs. According to the annual workforce needs survey conducted by the Washington Health Workforce Sentinel Network, the percentage of medical facilities in King County experiencing exceptionally long vacancies for registered nurses increased from 5% in Spring 2020 to 33% in Spring 2021. Pierce County facilities experiencing exceptionally long vacancies for RN's increased from 11% in Spring 2020 to 38% in Spring 2021.

The Training Fund is a workforce solution for 8 hospital systems across Washington State, including over 15,000 members eligible for our benefits and services. As an organization connected to healthcare industry leaders including both union and employer partners, we see this chronic need for nurses, hear the voices of those strained by short-staffing and the longing from our members for accessible opportunities to advance. BSN-prepared nurses are a top employer priority. This program is poised to provide critical capacity to meet this clear regional need. We and our partners are already invested in a HEET Grant to develop this specific pathway at Green River College. The commitment goes beyond just running "another" LPN-BSN program, to creating an exceptional program, closely aligned to post-pandemic industry needs around issues like behavioral health, resiliency, and virtual care delivery. This program will be an example of best practice to continue raising the bar, and produce outstanding BSN-prepared nurses.

The Training Fund would be highly invested in the successful outcome of the program because we would immediately promote and utilize this opportunity to benefit our union members and partner employers through the development of a qualified, larger, local, BSN-prepared RN workforce.

We enthusiastically support the college and look forward to your approval of the program.

Sincerely,

Laura Hopkins  
Executive Director  
SEIU Healthcare 1199NW Multi-Employer Training and Education Fund  
[lhopkins@healthcareerfund.org](mailto:lhopkins@healthcareerfund.org)



**Community Based Public Health**

401 Fifth Avenue, Suite 1000  
Seattle, WA 98104

**206-263-8414** Fax 206-205-6236

TTY Relay: 711

[www.kingcounty.gov/health](http://www.kingcounty.gov/health)



August 26, 2021

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

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

Dear Sir or Madam:

I am writing this letter in support of Green River College's application to develop a Bachelor of Science in Nursing (BSN) degree. This program will be linked to the college's Practical Nursing program as well as a pathway for currently Licensed practical nurses (LPN) to attain a baccalaureate degree as a Registered Nurse (RN).

The nursing shortage continues to be a serious concern in this area. As our population continues to age, our nursing workforce continues to age which underscores the growing need for qualified and culturally competent RNs. According to the annual workforce needs survey conducted by the Washington Health Workforce Sentinel Network, the percentage of medical facilities in King County experiencing exceptionally long vacancies for registered nurses increased from 5% in Spring 2020 to 33% in Spring 2021. In Pierce County, the percentage of facilities experiencing exceptionally long vacancies for registered nurses increased from 11% in Spring 2020 to 38% in Spring 2021.

Public Health is a national leader in nursing. This is due in part, to our excellent bachelor's prepared nurses. As the nursing shortage looms, it is important to capitalize on strategies to meet our demand. In addition, we employ LPNs who would greatly benefit from this program.

Public Health Seattle-King County would be highly invested in the successful outcome of the program because we would receive an immediate benefit from the development of a qualified, larger, local, BSN-prepared RN workforce.

We enthusiastically support the college and look forward to your approval of the program.

Sincerely,

*Dorene Hersh, RN, MN*

Dorene Hersh, RN, MN  
Chief Nurse Officer  
Public Health Seattle-King County





**King County**

**Pete von Reichbauer**  
**Metropolitan King County Council**

President Suzanne M. Johnson, Ph.D.  
Green River College  
12401 SE 320<sup>th</sup> St.  
Auburn, WA 98092

Dear President Johnson:

I am writing to provide my strongest support for Green River College's proposed Licensed Practical Nurse (LPN) to Bachelor of Science in Nursing (BSN) educational pathway. Given all that our community has faced and continues to face in the area of health care, I cannot think of a program that would be more vital to our region.

Nursing is one of the fastest growing and most understaffed fields in the United States. In 2014, the Health Resources and Services Administration stated the RN graduation rate in the state of Washington would need to *increase* by 400 students each year—for the next fifteen years—just to meet employer demand. This was long before the pandemic was on the horizon and the current programs offered by Washington State's community and technical colleges have been unable to fill the demand in the market alone.

In King County, the percentage of medical facilities experiencing exceptionally long vacancies for registered nurses increased from 5% in spring 2020 to 33% in spring 2021. In Pierce County, the need is even greater, with vacancies increasing from 11% in spring 2021 to 38% in spring 2021. While COVID has strained our already tight resources, the aging population will continue to place pressure on our system, and it is clear the urgent shortage of nurses is not being met by the current nursing training programs in our area.

Currently, there are limited academic progression programs available to LPNs in our area. Tacoma Community College (25 miles away from Green River) admits 24 students to their LPN to RN bridge each winter quarter. Pierce College (21 miles away from Green River) admits 32 students each fall to their full-time LPN to RN program and 16 students to their part-time LPN to RN program every other year. Highline College (20 miles away from Green River) admits students to their LPN to RN bridge each quarter on a space available basis only (based on the RN program retention rate). Currently, there is only one approved LPN to BSN program in the state of Washington, at St. Martin's University (45 miles away from Green River) which admitted its first cohort of 15 in Fall 2021. Due to the limited options for LPN progression, many students in our service area choose to complete their LPN to BSN at Indiana State, an online university.

As someone who represents these students, I find these figures distressing. Many of the students at Green River College attend the college because it is located in their community. For working students, an additional commute to pursue educational goals is difficult, if not impossible. These students simply do not have the resources to travel to other campuses to continue their education.

There is a very real need that exists in South King County for the type of program being proposed. Green River College has a strong history of successfully filling these types of educational needs, and I strongly support the LPN to BSN educational pathway program Green River College is proposing.

With best wishes,

A handwritten signature in black ink, appearing to read 'Pete von Reichbauer', written over the closing text.

Pete von Reichbauer  
King County Councilmember  
25 August 2021

**MAIN AUBURN CAMPUS**

September 2, 2021

Dear Nursing Care Quality Assurance Commission and Partners:

I'm writing to express my support for Green River College's intention to propose and offer an LPN to BSN education pathway and degrees. As you will see from other letters of support Green River College is providing with this application, the need for RN / BSN prepared nurses is at a critical level in our service area. This need and nursing shortage is forecasted to increase in the years to come. The current pathways individuals have to pursue a nursing degree are limited and cannot meet the regional needs our health care providers are experiencing and will continue to face in the future. It is of significant importance for Green River College, and other institutions in our region and state, to work urgently to assist our health care organizations to effectively deliver the highest quality care to our rapidly diversifying and growing communities.

We know the nursing shortage continues to be a serious concern in south King County (and state wide). In addition, as our population continues to age, our nursing workforce continues to age, which underscores the growing need for qualified and culturally competent RNs. According to the annual workforce needs survey conducted by the Washington Health Workforce Sentinel Network, the percentage of medical facilities in King County experiencing exceptionally long vacancies for registered nurses increased from 5% in Spring 2020 to 33% in Spring 2021. In Pierce County, the percentage of facilities experiencing exceptionally long vacancies for registered nurses increased from 11% in Spring 2020 to 38% in Spring 2021.

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Given these realities and context, the inclusive collaborative work between SBCTC and the Washington State Nursing Commission began. Green River College has been a part of this inclusive and collaborative effort from the beginning. As you know, the SBCTC (State Board for Community and Technical Colleges) (Carolyn McKinnon and Dr. Jamilyn Penn) is collaborating with the Washington Nursing Commission (Dr. Mary Baroni and Dr. Gerianne Babbo) with the goal of facilitating seamless progression/pathways from LPN to RN or BSN in Washington State.

**MAIN AUBURN CAMPUS**

12401 NE 320TH STREET  
AUBURN, WA 98002  
253-883-3411  
253-288-3309 TDD

**AUBURN CENTER**

1221 O STREET NE  
AUBURN, WA 98002  
253-288-3455

**ENUMCLAW CAMPUS**

1414 GRIFFIN AVENUE  
ENUMCLAW, WA 98022  
253-288-3400  
253-288-3385 FAX

**KENT CAMPUS**

817 RAMSAY WAY SUITE 113  
KENT, WA 98032  
253-856-0300





#### MAIN AUBURN CAMPUS

To begin this work, SBCTC convened a large workgroup in Summer 2019 consisting of representatives from the SBCTC, the Nursing Commission, community colleges and four-year colleges. This LPN Academic Progression Workgroup is tri-chaired by Dr. Jamilyn Penn (SBCTC), Dr. Mary Baroni (WA Nursing Commission), and KaraLynn LaValey, who serves as the Associate Dean of Nursing at Green River College.

This workgroup has been developing a statewide progression map for LPN programs that will facilitate the seamless progression from LPN to RN or BSN both within the community college system as well as between community colleges and four-year institutions. **The work group has also identified four institutions to start this work. Green River College, Columbia Basin College, and Wenatchee Valley College are developing a common LPN to BSN pathway curriculum for the community college system, and Saint Martin College is developing a pathway that feeds into their already established RN program.**

Green River College was awarded the SBCTC's HEET grant (\$232,000) for 2021-22 to begin working on an LPN to BSN pathway. I was pleased to learn of this grant award given Green River College's commitment to nursing education which has included investment of considerable resources at our college for the expansion of our nursing department and facilities over the past several years. At this point, I am delighted that the college is finalizing its application for the Bachelor of Applied Science degree proposal (BSN) to the SBCTC and a feasibility study to the Washington Nursing Commission. It is clear, there is significant employer need for more BSN prepared RNs. It is also clear that our current programs in the state are falling short of meeting the current needs and the certain larger needs moving into the future. Quite simply, south King County and our state need this program not just at Green River but at the other institutions working on this urgent project.

Green River College is the community's college. We have an opportunity to support the healthcare infrastructure of our growing region and ensure high quality health care to all residents. I encourage you to support and approve our application.

Please let me know if you have any questions that I can assist in answering. We are very eager to move forward with this much needed program. Thank you for your consideration.

Suzanne M. Johnson, Ph.D.  
President, Green River College

#### MAIN AUBURN CAMPUS

12401 SW 320<sup>TH</sup> STREET  
AUBURN, WA 98007  
253-833-9111  
253-288-1359 TDD

#### AUBURN CENTER

1221 D STREET NE  
AUBURN, WA 98002  
253-288-3455

#### ENUMCLAW CAMPUS

1414 GRIFFIN AVENUE  
ENUMCLAW, WA 98022  
253-288-3400  
253-288-3485 FAX

#### KENT CAMPUS

417 DAMBLAY WAY, SUITE 112  
KENT, WA 98032  
253-858-0400



September 2, 2021

Dear Nursing Care Quality Assurance Commission and Partners:

I am pleased to confirm Green River College will provide adequate financial support to meet the basic needs of our Nursing program. This includes support for presently offered credentials, as well as proposed credentials which will expand the program's size and complexity. The mission of Green River College is *to ensure student success through comprehensive educational programs and support services responsive to our diverse communities*. One of the college's four institutional themes is Career and Technical Education, measured by its objectives of student access, success, equity, responsiveness, and collaboration. The Nursing program fulfills these objectives. It has been a central part of Green River's institutional identity since the program was founded fifty-five years ago.

The Nursing program is located in the Marv Nelson Science Learning Center. This three-story, 74,000-ft<sup>2</sup> building meets Labs 21 best practices for energy consumption and system safety. It centralizes the college's "wet lab" science programs, such as a human anatomy lab, model Nursing ward and simulation lab, and a microscale chemistry laboratory. This year, we committed monies towards a Nursing space renovation which included an additional lab and classroom and dedicated nursing office suite as well as a state of the art, high-fidelity simulation lab and debriefing area.

Just as important, after the Nursing program's 2019 accreditation review, we added resources such as a dedicated Nursing Clinical Affiliations Program Specialist, hired three additional full-time tenure track faculty and provided an existing faculty with release time dedicated to running the Simulation and Lab areas. It also funds the regular acquisition or updating of program supplies; e.g., purchasing 40 tablet PCs for student use in the Nursing Lab. The Green River Community College Foundation offers at least eight annual scholarships to current or prospective Nursing students.

Green River College is proud of the Nursing program's achievements and look forward to its consistent success for the next fifty years. Thank you for providing the rigorous standards of quality and oversight needed to ensure our program's continued excellence.

Sincerely,

Rolita Flores Ezeonu, Ed.D. (e-signature)

Rolita Flores Ezeonu, Ed.D.

Vice President of Instruction