



**STATE BOARD FOR COMMUNITY  
AND TECHNICAL COLLEGES  
OCTOBER 2022  
STATEMENT OF NEED  
BACHELOR OF SCIENCE  
NURSING**

*LOWER COLUMBIA COLLEGE*

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# Cover Page — Statement of Need

## Program Information

Institution Name: Lower Columbia College

Degree Name: Bachelor of Science Nursing

CIP Code: 51.3801

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

Degree: Associate Degree in Nursing Direct Transfer Agreement/Major Ready (AN-DTA/MRP)

CIP Code: 51.3801

Year Began: 2015

**Proposed Start Implementation Date:** Fall 2024

Projected Enrollment (FTE) in Year One: 24

Projected Enrollment (FTE) by Year: 30

Funding Source: State FTE

## Mode of Delivery

Single Campus Delivery: Lower Columbia College

Off-site: Clinicals will be conducted off site

Distance Learning: Courses will be hybrid and online

## Statement of Need

*Please see criteria and standard sheet. **Page Limit: 20 pages***

## Contact Information (Academic Department Representative)

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## Chief Academic Officer signature

The Statement of Need must be signed. To sign, double click on the signature line below.

*Dr. Kristen Finnel*

Dr. Kristen Finnel (Aug 15, 2022 16:53 PDT)

Dr. Kristen Finnel; Vice President of Instruction

8/15/2022

# Criteria 1

## Relationship to institutional role, mission, and program priorities.

According to the Bureau of Labor Statistics' Employment Projections 2020-2030, the RN workforce is expected to grow from almost 3.1 million in 2020 to 3.4 million in 2030, an increase of 9% (2022). The Bureau also projects 276,800 openings for RNs each year through 2029 when nurse retirements and workforce exits are factored into the number of nurses needed in the U.S. Washington's rural areas have fewer practicing RNs per 100,000 population (560) compared with urban areas (888). The average age of rural RNs was higher and lower percentages have a BSN compared with urban RNs (Stubbs & Skillman, 2020). To increase the number of Registered Nurses (RNs) with bachelor's degrees in the rural region of Cowlitz and Wahkiakum counties, Lower Columbia College is proposing a Registered Nurse to Bachelor of Science in Nursing (RN to BSN) degree program.

The proposed Registered Nurse to Bachelor of Science Nursing (RN to BSN) degree supports the mission, vision and values of Lower Columbia College. Furthermore, it is Lower Columbia College's mission to influence lives in ways that are local and global, traditional and innovative. Lower Columbia College is committed to cultivating students through curriculum, student clubs and activities, campus resources, events and service opportunities.

**Mission:** The mission of Lower Columbia College is to ensure each learner's personal and professional success, and influence lives in ways that are local, global, traditional and innovative.

Lower Columbia College's vision is community focused. Centrally situated in a rural community, Lower Columbia College acts as a pillar for the Lower Columbia Region. Through collaborative partnerships with individuals and organizations within the community, Lower Columbia College can offer educational programs and services that support economic development. Currently, there is an economic development need for baccalaureate prepared employees, and the college is committed and working diligently to address that need.

**Vision:** Our vision is to be a powerful force for improving the quality of life in our community.

The proposed RN to BSN degree aligns with Lower Columbia College's Strategic Plan: Workforce and Economic Development to (1) provide quality professional/technical education for employment, skills enhancement, and career development, and to (2) partner with business, community groups, and other educational entities to provide workforce development and customized programs and services. A component of Lower Columbia College's strategic initiative for workforce and Economic Development is to ensure that all students have access to viable career pathways, and expand the mission to incorporate bachelor of applied science degree programs. The goal is to increase the number of adults with bachelor's degrees in Cowlitz and Wahkiakum counties as well as raise the number of local professionals qualified to fill high-demand positions with area employers.

The Lower Columbia region has one of the higher ratios of residents earning an associate degree in our state, but one of the lowest percentages of residents completing a bachelor's degree. According

to the 2021 Census Bureau Quick Facts, (U.S. Census, 2021), only 17% of residents residing in the Lower Columbia College service district have obtained a bachelor's degree, lower than half the state average of 36.7%. Offering a locally available RN to BSN degree removes psychological, social, financial, and physical barriers and increases academic and career options for the residents in the Lower Columbia College service district.

## Criteria 2

### Support of the statewide strategic plans.

Currently, Lower Columbia College AAS and AAS-T graduates have limited options for transferring to universities to earn a baccalaureate degree. The proposal to offer an additional baccalaureate degree in the region is clearly aligned with the Washington Student Achievement Council's (WSAC) 2021 Strategic Action Plan as well as the Washington State Board for Community and Technical College's (SBCTC) Mission Study. The WSAC 2021 Strategic Action Plan recommends actions designed to produce the educational attainment goals that all Washington adults will earn a high school diploma and 70% will hold a postsecondary credential.

The WSAC Strategic Action Plan Key Takeaways:

1. **Education and training beyond high school is essential.** Some credential beyond a high school diploma is increasingly essential to earn a living wage and avoid the worst impacts of an economic downturn. Lifetime earnings, for instance, are almost double for those with a bachelor's degree than those with only a high school diploma.
2. **All sectors of society shape public attitudes on educational pathways.** Washington's high school graduates are less likely to continue their education than students across the country and in California, Virginia and Mississippi. We cannot rely on high schools and colleges alone to increase participation in higher education. College going choices are shaped by many other societal factors and messages.
3. **Student success is shaped by factors outside the classroom.** Students face many different types of costs beyond tuition and fees. Earnings loss due to class and study time comes on top of the costs of housing, food, childcare, transportation, and other needs. These financial burdens can derail students even when financial aid covers their full tuition and fees.
4. **Racial and ethnic disparities appear throughout educational pathways.** WSAC is prioritizing racial equity as a necessary part of our goal to increase student postsecondary credential attainment to 70 percent for Washington state residents who are Black, Indigenous, Latino, Native Hawaiian, and Pacific Islander, regardless of immigration status. Today, only 50 percent or less currently have a postsecondary credential. Enrollment patterns differ by race and ethnicity across institutions and programs.

The proposed RN to BSN degree supports the SBCTC mission goals outlined in the Mission Study and Washington Student Achievement Council (WSAC) policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education. The SBCTC's Mission Study (2022) identified Washington State's "Most Urgent Need: Educating more people to higher levels of skill and knowledge." The Mission Study identifies strategies to increase the number of baccalaureate-

educated adults as a means to strengthen the economy and serve workforce needs for a more highly educated and skilled workforce. According to the SBCTC, community and technical colleges play an important role in producing baccalaureate degree graduates in Washington State. SBCTC advocated for community and technical college applied baccalaureate programs to help:

- Meet state goals for increasing the overall number of baccalaureate degrees awarded to 42,400 per year. The community and technical college system will need to increase the number of students who transfer to a baccalaureate program to 22,000 by 2030 including 1,400 baccalaureate degrees awarded.
- Expand the workforce mission of community and technical colleges to serve the needs of local and state employers.
- Increase educational pathways for professional and technical associate graduates who have been limited in their ability to apply credits toward a bachelor's degree. The workforce student population consists of a large portion of people of color, older working adults and people who are place bound (especially women) with family responsibilities.

The development and implementation of an RN to BSN at Lower Columbia College will help to address these challenges locally by:

- Closing the opportunity gap for underrepresented populations and re-engaging adult learners.
- Building upon the strengths of the institution's associate degree nursing program and allowing students to continue along the educational continuum.
- Providing students in the workforce an opportunity to obtain a baccalaureate degree without jeopardizing current employment and dislocating their families.
- Helping close education affordability gaps. Students in Southwest Washington need access to a four-year education at an affordable rate to progress toward the state's attainment goals of providing economic benefits for our residents and a talented workforce to meet the state's economic needs.

Lower Columbia College serves a more impoverished and diverse population which is less likely to be educated than the average population in Washington State. Cowlitz County experiences one of the higher rates of poverty in Washington State (12.2%) (Pathways 2020). In Cowlitz County, children ages birth to four experience high levels of poverty at 27% compared to 16% for the state overall. Additionally, the proportion of public-school students who are homeless in Cowlitz County is 4.9 % as compared to 3.6% for the state of Washington. Cowlitz County continues to have one of the highest percentages of citizens who rely on food benefits in the state (Pathways 2020). Overall, these statistics demonstrate the significant socioeconomic challenges faced by families in our service district and indicate the high level of need present on our campus and in our community.

Lower Columbia College students who come from under-represented populations are less likely to transfer and continue higher education pursuits. While the growing percentage of living-wage jobs in the post-recession economy requires at least some postsecondary education, there is no local access to a four-year institution within the Cowlitz-Wahkiakum County service district or without a substantial commute.

Currently, 6,700 residents are employed in education and health services, equating to one of every six jobs in the county. This is anchored by PeaceHealth St. John Medical Center and Medical Group in Longview, the county's largest healthcare employer. The Workforce Southwest Washington strategic planning group is focused on sector work in healthcare, technology and construction.

## Criteria 3

### Employer/community demand for graduates with baccalaureate level of education proposed in the program.

Lower Columbia College is in Longview, Washington, situated in Southwest Washington, approximately 50 miles north of Portland, OR and primarily serves rural Cowlitz and Wahkiakum counties. A little more than 56% of the population in Cowlitz County is in the workforce. According to US Census Bureau 2021 estimates, the total population for the service district is 116,106. Data for Southwest Washington shows that the healthcare industry continues to be a cornerstone of the regional economy. Currently, healthcare makes up approximately 10 percent of the region's private sector employment and 11 percent of payroll and is projected to grow by 28 percent over the next ten years. Roughly half of jobs in healthcare require a 4-year degree or higher education (Workforce Southwest Washington, 2022). A career in nursing is one of the most viable routes to secure, high-wage employment in the service district. Hospitals and medical groups make up 4 of the top 10 employers currently hiring with over 5,200 recent position postings. Registered nurses are ranked number one for high-wage jobs at 275% above the Federal Poverty Level (Workforce Southwest Washington, 2022).

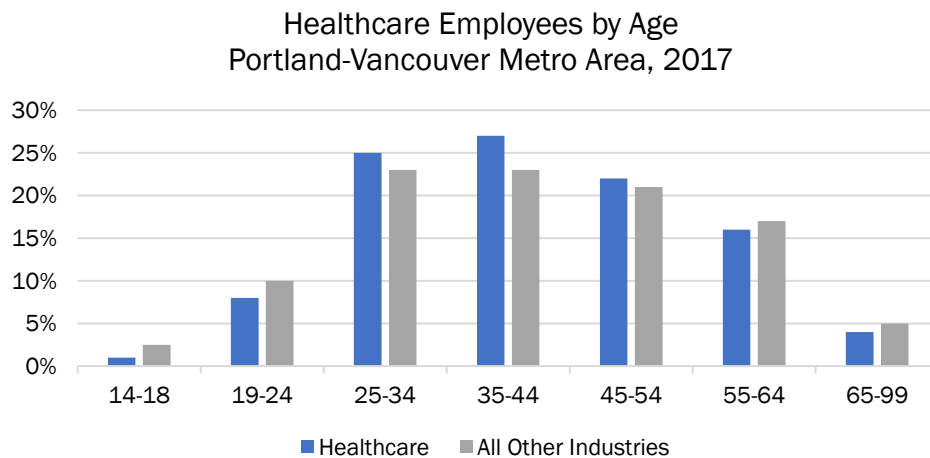
#### **Registered Nursing: Labor Market Review**

The median annual wage for Registered Nurses is \$75,330 (BLS, 2022). According to the Washington Center for Nursing, wages for RNs in Washington State exceed the national average) at \$92,887 (Moulton & Flores- Montoya, 2022. For Cowlitz-Wahkiakum counties, the average annual salary is \$94,570 which is slightly higher than the state and significantly higher than the national median wage (Employment Security Department, 2022).

An average of 194,500 openings for registered nurses are projected nationally each year over the next decade (BLS, 2022) with 16,702 anticipated openings in Washington state (ESD, 2022). Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. A marked increase in long term care needs is anticipated as the Washington population ages 85 and older is projected to markedly increase from 141,400 in 2020 to 558,500 by 2050 (Office of Financial Management, 2021). In Southwest Washington, with the increase in an aging population, retirements, and the number of people needing access to healthcare, the industry is hard at work to meet its capacity but will fall short without an increase in bachelor prepared nurses.



Figure 3.1: Characteristics of the Workforce



Source: Columbia-Willamette Workforce Collaborative, 2018

According to the Organization of Nurse Leaders, there are key differences in nursing shortages today including not only the pandemic, but also an aging nursing workforce along with an aging population, tight labor markets, and changes in state and organizational policies. An adequate nurse workforce supply is essential for healthcare systems to provide safe, quality patient care and nursing staff and patient satisfaction (Nursing Solutions, Inc., 2022).

While an RN can practice in Washington State with either a two- or four-year degree, national and state research and initiatives support strong increases in the number of BSN-prepared RNs. Research studies verify increasing the number of BSN-prepared RNs leads to improvements in patient outcomes. To achieve the goals of high-quality care, access to advanced education for students, nurses, and other healthcare workers in the nursing career pipeline needs to increase.

The IOM released a report in 2015, outlining ways the nation could achieve its recommended goal of 80% BSN-prepared RNs. Among the IOM's top recommendations was to transform nursing education, by expanding educational opportunities through academic pathways to a BSN degree (National Academies of Sciences Engineering Medicine, 2015).

Another national trend is increasing pressure on regional hospitals to hire BSN-prepared RNs. Hospitals that are pursuing Magnet status (an indicator of excellence in nursing) through the American Nurses Credentialing Center, must have a staff of at least 80% BSN-prepared RNs, and 100% BSN-prepared nursing managers. PeaceHealth St John Medical Center, Cowlitz County's largest employer, is currently pursuing Magnet status. Over the longer term, it has been and anticipated to continue being the biggest source of new jobs in the county.

Lower Columbia College surveyed healthcare employers in the area and received thirty-one responses (Appendix A). Results show that 90% of local employers currently have a demand for BSN-prepared nurses and anticipate that demand for BSN prepared nurses over the next three years will be the same or higher than it is currently. Ninety percent of employers reported that they have difficulty finding BSN-prepared applicants. Table 3.1 illustrates the current and future need for BSN

prepared nurses as indicated by the employer survey.

Table 3.1: Employer Survey

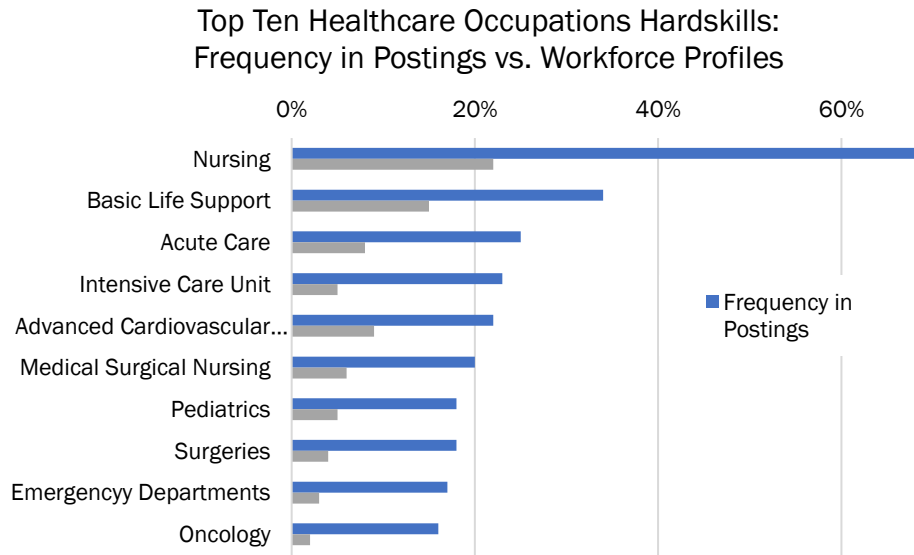
Item	Yes	Total Responses	Percentage	
Do you need registered nurses with bachelor's degrees now, or anticipate having a demand in the future?	28	31	90%	
Do you have difficulty finding bachelor's level applicants for registered nursing positions?	18	20	90%	
Item	1-14	15-39	40-100	Total Responses
Please indicate how many positions for registered nurses with bachelor's degrees you currently have open.	10	5	5	20
Please indicate how many positions for registered nurses with bachelor's degrees you anticipate having open in the next three years.	10	5	5	20
Item	Yes	Total Responses	Percentage	
If an RN applicant is hired without a Bachelor of Science in Nursing (BSN), does your agency/organization require them to obtain a BSN in order to maintain employment?	6	25	24%	
Does your agency/organization currently offer any financial support for employees seeking a BSN?	15	21	71%	

According to the Southwest Washington Workforce Development Council, aggregate data from online job postings reveals a mismatch between in-demand hard skills and the availability of these skills in workforce profiles. For example, nearly 60 percent of healthcare-related online postings in the region mention nursing as a skill, however, just a little over 20 percent of the regional workforce has this skill listed in their profile (Columbia-Willamette Workforce Collaborative, 2018).

Nursing is an occupation anticipated to have strong growth. The Bureau of Labor Statistics reports that the RN workforce is expected to grow by 9%, adding 276,800 new jobs from 2020-2030, raising the anticipated need by 2030 to nearly 3.4 million.

Locally, employment for registered nurses in Cowlitz and Wahkiakum counties is in high demand and projected to grow 8% (2018-2028) with average annual openings of 1,054. For the service region, Registered Nurses are in the top three in-demand occupations with 1,866 active job ads for the 30-day period ending 05/3/22 (Workforce Southwest Washington, 2022).

Figure 3.1: Hard Skills Listed in Job Postings



Source: Columbia-Willamette Workforce Collaborative, 2018

Both the Bureau of Labor Statistics and Employment Security department list a bachelor’s degree as the typical entry-level education requirement.

Table 3.2: Target Occupations

Occupation	SOC Code	Required Degree
Registered Nurse	29-1141.00	Bachelor’s Degree

The Employment Security Department for Washington State classifies this target occupation as currently ‘in demand’ both statewide and in the Southwest Washington region.

Table 3.3: Occupation Demand

Occupation	State	Region
Registered Nurse	In-demand	In-demand

Washington State is projected to have a shortage of 14,727 bachelor-prepared registered nurses by 2030, and the state is ranked near the bottom in the nation in the list of states anticipated to have sufficient availability of nurses to meet projected healthcare needs. Washington is eighth in the country for the most open positions for traveling nurses, a strong indicator of the nursing shortage (Thompson, 2022). In 2020-21, five universities and three community colleges offer RN to BSN programs and nine universities offer Bachelor of Science in nursing programs (Washington State

Department of Health. 2020).

Current labor market data indicates significant job numbers and strong projected growth both regionally and statewide for the target occupation:

*Table 3.4: Occupation Jobs and Growth (2018-2028)*

Occupation	State		Region	
	Annual # Jobs	Annual % Growth	Annual # Jobs	Annual % Growth
Registered Nurse	16,702	9%	1,054	8%

The number of BSN program graduates has declined since 2014-2015 from 1283 students to 872 in 2019-2020. The RN-BSN graduates total 1209 this year representing a leveling off of graduates over the last two years (Washington State Department of Health. 2020). A total of 2,081 BSN degrees were awarded statewide from Washington State’s community and technical college system and four-year universities combined. As shown in the table below, production of BSN-prepared RNs will fall far short of demand and alternative pathways to BSN degrees are needed.

*Table 3.5: State and Regional Supply and Demand Analysis: Programs, BSN Completers & Job Openings*

Area	# WA State Programs offering BSN or RN-BSN	# Annual Program Completers with BSN degree	# Annual Job Openings	Unmet Need
State	17	2,081	16,808	14,727
Regional*	2	256	1,040	784

\*Programs in Washington State within 60 miles of Lower Columbia College.

In Southwest Washington, only two Washington universities are within 60 miles of Lower Columbia College: Washington State University-Vancouver and Western Governors University (as a partner of Lower Columbia College’s Regional University Center). While WSU-Vancouver offers on ground options for students, the nearly one hour drive each direction is a significant barrier for local place bound students. Western Governors University offers a BSN option; however, the modality is fully online which limits students who are seeking a face-to-face program option to meet their learning needs. The chart below reveals the number of graduates from each program compared to the local labor market demand for Cowlitz and Wahkiakum counties. The shortage is a clear indicator of a strong need for a local BSN program to supply the needs of the local labor force.

Additionally, Lower Columbia College also has partnerships with Franklin University and Grand Canyon University through the Lower Columbia Regional University Center; however, both also offer fully online BSN programs. As of 2022, Franklin had no enrollment or graduates from the program and GCU had a total of 4 graduates from 2017-2022 all which resided in Clark County. There were no current students enrolled or graduates from Cowlitz or Wahkiakum counties.

Table 3.6: Local Supply and Demand Analysis: Cowlitz & Wahkiakum Counties

Institution	Degrees Awarded, Cowlitz & Wahkiakum Counties 2020-21*			Gap Analysis		
	WSU-V	WGU	Total	Grads Cowlitz & Wahkiakum Counties*	Annual Position Openings (2018-2028)	Annual unmet need
Registered Nursing, bachelor's degree	71	185	256	256	1,054	798

## Criteria 4

Baccalaureate program builds from existing professional and technical degree programs offered by the institution.

Lower Columbia College has a strong history of providing nursing certificates and degrees: its Nursing Program has been in existence since 1954, well before the college joined the statewide community and technical college system in 1967. Lower Columbia College's Nursing Program began awarding associate degrees in nursing, with graduates eligible to sit for the National Licensing Examination for RNs (NCLEX-RN), in 1971. The Program has been continuously accredited by the Accrediting Commission for Education in Nursing (ACEN) since 1983. Lower Columbia College's long-standing Practical Nursing certificate program was discontinued in 2016 with the implementation of a new associate degree program.

When work began on a statewide plan to support academic progression to the BSN degree, the Lower Columbia College Nursing Program started the process of a major curriculum revision. In response to student and industry demand, the Nursing Program became part of the second wave of early adopters of the streamlined, articulated Associate Degree in Nursing Direct Transfer Agreement/Major Ready Pathway (AN-DTA/MRP) in 2016. As part of the creation of the new AN-DTA/MRP degree, Lower Columbia College Nursing Program administrators, faculty, and staff engaged in clinical curriculum redesign work with industry and educational partners, and infused simulation technology into nursing curriculum and clinical experiences.

Between 1971 and 2011, graduates of Lower Columbia College's Nursing Program received the Associate of Applied Science (AAS). Between 2011 and 2017, the degree awarded to Nursing Program graduates was the Associate in Applied Science - Transfer (AAS-T) degree. The Nursing program transitioned students from the AAS-T to the DTA/MRP degree with the 2016 implementation of the AN-DTA/MRP. The first AN-DTA/MRP degrees were awarded in December 2017.

Currently, the Nursing Program at Lower Columbia College has one degree program with two options: 1) the traditional entry campus-based AN-DTA/MRP, which enrolls students on a full-time basis only; and 2) the LPN2RN, which allows for advanced placement of Licensed Practical Nurses (LPNs) into the AN-DTA/MRP program option. There are two options for LPNs: 1) entry into the campus-based program in the fourth quarter; and 2) the eLearning option which includes completion of online didactic coursework during fall through spring quarters and clinical practicum during the summer. Graduates from all three program options receive the AN-DTA/MRP degree and are eligible to sit for the NCLEX-RN.

Nursing Program feeder programs such as the Nursing Assistant Program show steady enrollment with the return of clinical sites. All nursing program options are full and limited by pre-licensure clinical placement availability. LCC is in the process of identifying potential clinical placement sites for the BSN and getting letters for the NCQAC feasibility study. Most organizations have informally responded with the number of students they will be able to provide placement for, and we are waiting for the written responses. Clinical placement was a consideration when determining the number of students that will be accepted in the program annually and the decision to only run one cohort per year.

Table 4.1: Program History, Capacity, and Unduplicated Enrollment 2017-2022

Program / Program Option	CIP	Years Active	Annual Program Capacity	Unduplicated Enrollment				
				17-18	18-19	19-20	20-21	21-22
Nursing Assistant	51.3902	1992-current	80	54	48	5*	4*	47
LPN2RN AN-DTA/MRP eLearning	51.3801	2004-current	62	47	130	51	53	62
LPN2RN AN-DTA/MRP campus-based**	51.3801	1984-current	12 **	11	9	9	14	21
Traditional entry RN AN-DTA/MRP	51.3801	2016-current (ADN first offered in 1971)	120	132* **	44	128	128	114
Total RN-DTA/MRP enrollment			194	190	162	179	181	176
<b>AN-DTA/MRP Projected annual enrollment 2022 &amp; beyond</b>								<b>190</b>

Note: Total RN student population was calculated by adding together annual enrollment in all three program options.

\*Low enrollment due to loss of clinical sites related to the COVID-19 pandemic.

\*\*LPN2RN Campus-Based AN-DTA/MRP enrollment fluctuates to meet class capacity of the fourth quarter.

\*\*\* Fall 2017 RN AN-DTA/MRP enrollment included the last AAS-T graduates as well as the first AN-DTA/MRP graduates.

The following table lists the top ten majors within the professional/technical areas at Lower Columbia College. Nursing is the most sought degree program at Lower Columbia College. While Nursing Program enrollment remained steady, COVID-19 impacted total college enrollment in 2020-21. This decrease in enrollment included the number of students with nursing listed as their intended degree pathway in 2020-2021.

Table 4.2: Most Popular Professional/Technical Programs at Lower Columbia College

Academic Year 2019-2020	# Students	Academic Year 2020-2021	# Students
Registered Nurse	1133	Registered Nurse	882
Early Childhood Education	187	Early Childhood Education	216*
Business Management	87	Business Management	68
Medical Assisting	76	Chemical Dependency Studies	59
Chemical Dependency Studies	71	Medical Assisting	58
Welding	67	Welding	52
Criminal Justice	66	Medical Office Administration	42
Information Technology	51	Criminal Justice	38
Medical Office Administration	47	Information Technology	35
Diesel/Heavy Equipment Tech	39	Diesel/Heavy Equipment Tech	25

Source: Lower Columbia College, 2022

\*Includes Teacher Education BAS

## Criteria 5

### Student demand for program within the region.

#### Survey of students within the region.

Student demand for the RN to BSN degree has been identified through a survey of regional nurses presently in the workforce (Appendix B), and students either currently or previously enrolled in Lower Columbia College's nursing program (see Appendix C). There were 147 survey responses. The student survey results indicated 73% of the respondents either currently have or are in the process of obtaining their AN-DTA/MRP degree, and 18% have previously earned or will earn an AAS-T degree.

The survey sought input regarding the likelihood of applying to a BSN degree program at Lower Columbia College. Ninety-six percent of students and 83% of employees responded they are very likely/likely to apply. Furthermore, 85% of students and 89% of employees indicated that they are more likely to pursue a BSN degree if offered at Lower Columbia College. Many respondents

indicated they preferred hybrid course modality.

The survey assessed the most important factors in entering a BSN degree. The results indicate the cost of the degree and minimizing debt appealed to 44%, while 42% are looking for a program that is flexible and will work with employment responsibilities and personal commitments.

*Table 5.1: Current and Former Lower Columbia College Student Survey*

Item	Very likely/likely	Responses	Percentage
If Lower Columbia College (LCC) were to offer a Bachelor of Science in Nursing (BSN), how likely would you be to apply?	112	117	96%
Item	Yes	Responses	Percentage
Are you more likely to pursue a BSN if it is available through LCC?	95	112	85%

*Table 5.2: Regional Employee Survey*

Item	Very likely/likely	Responses	Percentage
If Lower Columbia College (LCC) were to offer a Bachelor of Science in Nursing (BSN), how likely would you be to apply?	5	6	83%
Item	Yes	Responses	Percentage
Are you more likely to pursue a BSN if it is available through LCC?	8	9	89%

## **Demand in excess of opportunity to enroll in similar bachelor's programs**

Regionally Washington State University-Vancouver, located in Clark County offers the only similar BSN program in Southwest Washington. However, the number of students applying for nursing degrees exceeds the program admission rates, regionally, statewide, and nationally.

According to the Washington State Nursing Education Trend Report, between 2014-2020 a total of 19,402 qualified RN applicants were turned away from RN programs in Washington, a 50% acceptance rate (Moulton & Flores-Montoya, 2022). A qualified RN applicant turned away is defined as an applicant who meets all the program requirements yet is not admitted due to limited capacity. Every year 3,200 RN applicants are turned away, including both (1,906) ADN-RN



applicants and (994) BSN applicants. (Moulton & Flores-Montoya, 2022). This is true nationally as well, noting in 2021, 91,938 qualified applicants were turned away. This figure included 76,140 from entry-level BSN programs and 1,055 from RN-to-BSN programs (American Association of Colleges of Nursing, 2020).

## Changes in industry standards

Multiple factors affect the supply and demand for highly educated and experienced nurses in the workforce. These factors include population growth, an aging nursing workforce, expansion of health insurance coverage, increased access for medically underserved and uninsured populations, changes in state and organizational policies, and the effects of the recent pandemic.

The 2020 Health Workforce Council survey results indicate there has been a significant impact on the future supply/demand for nurses in Washington State. Of the 418 survey respondents, 40% made a career change (leaving the nursing field) for better pay or working conditions, 22% have temporarily left the nursing workforce, and 22% have left the nursing workforce indefinitely. These results bring awareness to the necessity to develop programs designed to educate nurses to meet this challenging gap in the workforce (Moulton & Flores-Montoya, 2022).

The pandemic forced new technologies to be utilized to continue meeting patient needs. Telehealth usage dramatically increased, allowing individuals to seek medical care without risking exposing themselves to the highly contagious Covid-19 virus. Telehealth required the expertise of registered nurses to triage and assess patients from their home setting. The role of assessment is specific to RNs and cannot be delegated to members of the healthcare team with licensure unequal to that of the RN.

As the population ages, there will be a need for more nurses to care for older adults and those with chronic or comorbid illnesses. The U.S. Census Bureau reveals that the population of residents over the age of 65 is projected to be 82 million by 2030 (AACN, 2020). Washington State is the first in the nation to create a public long-term care insurance program. Beginning in 2025, eligible state residents will receive long-term care support through the Washington State Long-Term Care Trust Act, with an emphasis on helping people age in place. To plan for this increase in access to care, good estimates of the workforce demand are needed.

Additionally, specific RN positions require a BSN. These include leadership positions in many healthcare organizations, primarily those seeking Magnet Designation. Others include specialized RN positions in infection prevention, quality control, case management, healthcare informatics, nursing education, and clinical development.

## Enrollment projections for the next five years

The proposed BSN program is highly anticipated by current AN-DTA/MRP students, recent Lower Columbia College graduates, as well as the regional nursing workforce. A BSN at Lower Columbia College will provide nurses in the workforce the availability to obtain a BSN degree through multi-

modality, high-flex courses.

Table 5.3 shows the five-year projected current AN-DTA/MRP program capacity as well as the projected enrollment for the proposed RN to BSN program.

Table 5.3: Projected Program Enrollment

Project Year	Current Program Projected Capacity	BSN Projected Capacity	Projected Enrollment
2023-24	190	30	24
2024-25	190	30	26
2025-26	190	30	28
2026-27	190	30	30
2027-28	190	30	30

## Criteria 6

### Efforts to maximize state resources to serve place-bound students.

#### Serving Place-bound Students

Lower Columbia College's proposed RN to BSN is being designed to serve place-bound working adults and students who for various reasons (work, family responsibilities, financial constraints, etc.) may not be able to relocate or travel to further their education. The degree will provide students the opportunity to earn a bachelor's degree at an affordable cost within their own community.

Based on the results from the survey of students, former students, and employers, courses will be offered primarily hybrid and will be supported with eLearning resources through the College's Learning Management System (currently CANVAS). Online modalities will also be utilized to provide additional options and flexibility for students. Face-to-face times will occur in the late afternoon or early evening to best meet the needs of students. This approach offers the flexibility of online content delivery combined with in-person opportunities to connect, discuss, and apply concepts which improves the learning experience and retention. The request for hybrid instructional models has become even more evident given the circumstances recently faced due to COVID-19. While the college was able to continue instruction of workforce programs online, most students in AAS programs have and continue to express a strong desire to return in person wherever feasible.

The goal of the RN to BSN is to provide versatile options for students so that they may be able to complete the program while fulfilling their current responsibilities. Lower Columbia College's faculty

are strong advocates and have significant experience with prior learning assessment. Opportunities for granting credit for prior learning will be explored to give students the ability to utilize the knowledge and experience gained through work and life experiences or industry recognized credentials to accelerate through courses upon demonstrating mastery of learning outcomes.

The RN to BSN will provide individuals in the region the opportunity to earn an affordable bachelor's degree focused on the knowledge and skills sought by local employers while avoiding the cost of earning a degree far from home. This is especially important for place-bound, historically under-represented, and underserved students in Lower Columbia College's service district since there is no four-year institution within 40 miles.

## Similar Programs

There are currently no four-year institutions within LCC's service district; however, LCC has established strong partnerships with several universities through the development of the Lower Columbia Regional University Center. The Center is located on the Lower Columbia College campus and was established in 2013 with the goal of increasing the number of adults with bachelor's degrees within Cowlitz and Wahkiakum counties. While the Center has played a valuable role in expanding access to traditional transfer students, those with workforce degrees are still lacking in options at the baccalaureate level.

Of the University Center partners, Washington State University-Vancouver, Grand Canyon University (GCU), and Western Governors University (WGU) offer BSN programs. The programs at GCU, WGU, are offered fully online. In addition, students have expressed a strong desire and preference for hybrid options blending online with face-to-face contact, something that is not currently available with the University Center partner programs. We have had several conversations with WSU-V faculty, deans, and advisors regarding LCC's intent to develop a BSN. The director of WSU-V's RN to BSN program attended LCC's BSN focus group and participated in surveys. No concern has been expressed. Both institutions continue to explore pathways for the changing needs of our RN students and have had multiple discussions about how we can support one another in these efforts. Most recently, WSU-V is piloting a concurrent enrollment model and presented this possible pathway to LCC for feedback. Requests for letters/statements of impact have been requested from WSU-V, Centralia College, and Clark College as part of the NCQAC feasibility study, and we are currently waiting for responses. Neither Centralia nor Clark Colleges offer BSN degree programs. However, graduates from both Clark College and Centralia college will be able to smoothly articulate into the RN to BSN, creating a degree option to serve the needs of the entire Southwest Washington region. Historically, Southwest Washington community colleges have worked collaboratively to provide for regional needs and will continue to do so. Lower Columbia College is open to collaborating on general education requirements, identifying specialized areas by programs in the region and adopting any common courses as they are developed. Lower Columbia College will work collaboratively to advise and support students needing financial aid consortium agreements and collaborate on support services for any dual enrolled students.

As state resources are maximized, student and family resources are inherently affected. Students in need of financial aid would require less aid due to less cost for tuition, the potential to remain

employed, and decreased ancillary costs of education associated with traditional models. Employers with tuition reimbursement programs would benefit from the reduced educational costs, and employers who do not have such programs might be more willing to consider providing tuition assistance.

## Pathways Considerations

### K12 Pathways and Partnerships

Lower Columbia College has developed strong partnerships with local K12 districts to offer high school students pathways into healthcare careers including the opportunity to earn college credit through the CTE Dual Credit program. LCC has a specific articulation agreement with Kelso High School, but the course is open to any high school student within Lower Columbia College’s service district, for their Health Science Careers course. Students earning a B or better in the course are eligible for academic credit as outlined in table 6.1 below:

*Table 6.1: Health Science Careers Dual Credit Courses*

Course	Credits
AH 114: Healthcare Communication Skills	2
BTEC 181: Medical Terminology I	3
MEDA 101: Medical Vocabulary I	3
BTEC 182: Medical Terminology II	3
MEDA 102: Medical Vocabulary II	3

LCC has reviewed the LPN to BSN pathway and is excited about the opportunity to explore this option once we get the RN to BSN pathway approved and implemented. LCC has the AN-DTA/MRP and doesn’t offer a standalone LPN certificate of completion. We appreciate the work that has been done creating the LPN to BSN pathway and the opportunity this will provide for students and employers.

## Program Collaborations

### Center of Excellence

Lower Columbia College is collaborating with the Center of Excellence for Education to support research for data related to the RN to BSN degree including assistance obtaining local transfer student information to other colleges by degree.

### Workforce Development Council and Community Workforce Advisory partnerships

Lower Columbia College has strong and long-standing relationships with Workforce Southwest (WDC) as well as several other established community advisory councils that serve the region such as the Lower Columbia STEM Network and Longview-Kelso Chamber Education Foundation. These committees are composed of local leadership from an executive level all the way down to a coordination level and have representation from business and industry from all major sectors,

government, K12, social service agencies, mental health, healthcare, and tribal representation. While the scope of work varies, all groups share a common goal of improving and strengthening the local community with key central strategies aimed at improving Career and Technical Education. Much of this work supports career-connected learning and building strong pathways from K12 through higher education. Lower Columbia College is the primary training provider within the service district. All workforce partners have expressed their support for Lower Columbia College in developing the RN to BSN and are eager to aid wherever needed.

### **Lower Columbia Regional University Center**

The Lower Columbia Regional University Center was established in 2013 with the goal of increasing access to baccalaureate and master's level degree programs locally. In 2013, Cowlitz and Wahkiakum counties were at half the state average (16% locally; 32% WA State) for people 25 and older with baccalaureate degrees despite the high number of associate degree attainment.

As stated previously, Lower Columbia College has strong partnerships with four-year institutions as part of the Lower Columbia Regional University Center. All partners have expressed their support for the local development of an RN to BSN degree.

## **Why Expansion is Necessary and Unique Aspects of the Proposed Program**

The addition of an RN to BSN at Lower Columbia College is greatly needed to expand higher education opportunities in an area that has no baccalaureate granting institution within a 40-mile radius. The degree will be especially important for place-bound students who do not have access to other institutions of higher education and first-generation students from historically under-represented groups that currently transfer at low rates.

Sixteen percent of residents live below the poverty threshold and 32.28% live below 185% of the poverty threshold (Poverty in Working Washington) is a clear indicator of the need for local educational program in order to meet students where they are and assist them in moving into not just living wage jobs but high demand/high wage careers with opportunities for growth progression. Low incomes and limited access to resources including higher education are major issues for local students which is why the BSN is essential in offering pathways for workforce students to move into positions so greatly needed to support local employer needs.

The RN to BSN will provide students with the knowledge and skills needed by local employers within Lower Columbia College's service district. In addition, Lower Columbia College will deliver the program in a hybrid and flexible format designed to meet the needs of working adults and professionals who currently have limited opportunities for furthering their education.

Offering hybrid/online delivery is important for several reasons. In a face-to-face context, the student and instructor both benefit from seeing expressions (facial, hand movements/gestures and body language). This information is essential, especially for workforce students whose natural learning style tends to lean toward "hands-on" education, for practicing the ability to interpret body language such as seeing a confused or concerned look or recognizing a "light bulb" moment. These interactions between students and the instructors are essential for strengthening the learning environment with the added benefit of providing students with a sense of belonging and support.

These collaborations also provide students with a chance to practice essential skills and recognize behaviors needed for success in leadership, supervisory, and managerial positions. A local RN to BSN option will also help remove psychological, social, financial, and physical barriers and add steppingstones to increase access to higher education especially for students needing flexibility while pursuing higher education.

Overall, the RN to BSN will benefit the state and maximize its resources by:

- Increasing the total number of bachelor’s degree recipients in both the region and state and assisting the state in reaching its baccalaureate completion targets while also fulfilling critical emerging shortage in the local workforce.
- Providing opportunities for place-bound students in rural communities by offering courses in a hybrid/online format. Offering working adult students online or hybrid classes that will contribute to efficient use of resources and classroom space.
- Collaborating with other colleges serving the SW Washington region to offer students multiple options and access to additional educational specializations and options.

## Criteria 7

### Promoting equitable opportunities for students, including historically marginalized students.

#### Barriers and challenges for students of color and low-income students

Traditionally underrepresented students face many barriers to accessing a baccalaureate-level program. Many students are place bound, have childcare and work obligations, may lack basic skills and an academic plan, and lack financial resources for a baccalaureate program. Financial concerns negatively influence retention of students, especially low-income students and financial constraints are often the biggest barriers to full-time enrollment. Balancing school with family responsibilities, childcare costs, and work schedules are some reasons for not completing a degree.

Table 7.1: Student Demographic Data

Lower Columbia College	Students of Color	Economically Disadvantaged
2020-2021	26%	44%

Source: Lower Columbia College, 2022

#### Student recruitment and support implementation plan

The RN to BSN program will actively recruit traditionally underrepresented students, including students of color and low-income students, using strategic marketing and outreach strategies. Lower Columbia College currently utilizes partnerships with local high schools to recruit traditionally underrepresented students. Lower Columbia College’s Outreach Navigator focuses on supporting our underrepresented ELL students. Having resources available in multiple languages helps connect

families and support students entering academic programs.

The program design will be a key component in recruiting traditionally underrepresented students. They will have access to a local, affordable, high-quality RN to BSN program. The program cost will be significantly less than a four-year university in the area. The program will champion working students and design cohort models to support them. Holistic admission processes, including options for assessment of prior learning, and consideration of work and life experiences will promote diversity within RN to BSN cohorts as well as equity in the admission process. Services below will help increase persistence through the program.

## Resources and support for students of color and low-income students

Students complete New Student orientation where they are introduced to entry advisors and student services staff. Entry advisors share informative degree/program information materials with new RN to BSN students. Entry advisors will help students with registration for any missing courses required for graduation. Online and on-campus orientation offerings are available each week during open registration. Campus resources, campus life, financial aid, student accounts, registration services, advising, degree options, and first quarter registration are covered. Detailed degree program planners and advising instructions are provided to students during New Student Orientation. Students who have attended Lower Columbia College previously are required to participate in a New Student Orientation if they have not taken classes in 2 years or more.

In consideration of the unique program expectations and the specific requirements set forth, students applying for and admitted into the RN to BSN program will need individualized and personalized academic advising services. Lower Columbia College has a program director who will work closely with the RN to BSN full-time faculty. These positions will comprise the core of the advising team for the BSN program. This team is responsible for helping applicants and newly admitted candidates navigate the entrance, registration, class scheduling, clinical practice, and graduation processes.

## Student Services & Retention

LCC's Student Services Departments offer a variety of support to help marginalized students navigate the application and admissions process and will continue this support throughout the RN to BSN program. The Counseling, Advising and Career Centers offer various resources designed to assist students to achieve academic success, acquire skills for employment, improve personal well-being, and develop effective skills for interacting in a diverse environment. The RN to BSN Program Director will meet with Student Services departments regularly and shares important program information and maintains communication with Financial Aid, Disability Support Services, Career Services, Advising, Registration, Counseling, and Student Programs (TRiO, WorkFirst, Opportunity Grant, Worker Retraining, etc.). The RN to BSN director will also help students navigate financial aid, including access to scholarships, grants, and other funding opportunities. LCC's food pantry, Food for Thought, works to reduce hunger within our campus community and to reduce the effects of food insecurity on student success. The Veterans program provides outstanding veteran support services and encouragement to our student Veterans to ensure program completion. The Veterans Affairs Office assists all eligible veterans, reservists, dependents, and VA chapter 31 students. RN to BSN candidates is eligible for VA-approved funds.

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## Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

*The goal of this rubric is to help you build a program that will meet the needs of your community. We have given you options about the information you can use to support the need for your new program. Also, the guidelines for estimating the supply/demand gap are similar to the ones we use for other program applications. We hope this makes the rubric more familiar to you. If not, contact the Director of Transfer Education at SBCTC for further information.*

### The application needs to show the information below for program approval:

- employers demand\* the level of technical training proposed within the program, making it cost-effective for students to seek the degree;
- lead to high wage-earning jobs; and
- the proposed program fills a gap in options available for students because it is not offered by a public four-year institution of higher education in the college's geographic area.

<b>College Name: Lower Columbia College</b>
<b>Program Name: Bachelor of Science Nursing</b>
<b>Select one:</b> Existing Occupation <input checked="" type="checkbox"/> or Emerging Occupation <input type="checkbox"/>
<b>If local demand/supply information is available for the specified degree program and target occupation(s), **</b>

## Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

**For demand:** Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. *(Provide absolute numbers, not just percentages)*

LCC gathered local information from the Bureau of Labor Statistics (BLS), Washington State Employment Security Department (ESD) and employer surveys to assess current demand for bachelor-prepared Registered Nurses (RN). The BLS and ESD list the typical educational requirement for RN as a bachelor's degree. Ninety percent of employers surveyed also responded with a need for RNs with bachelor's degrees but having a difficult time finding qualified applicants.

Nationally, demand for RN's is expected to grow from 3.1 million to 3.4 million or an increase of 9% by 2030 (BLS). The demand in both Washington State and in Cowlitz-Wahkiakum counties is high with state-wide anticipated growth at .9% and 16,702 annual jobs and local growth of .8% and 1,054 jobs (ESD).

Table 1:

Occupation	State		Region	
	Annual # Jobs	Annual % Growth	Annual # Jobs	Annual % Growth
Registered Nurse	16,702	0.9%	1,054	0.8%

Employment data also shows that nurses are compensated well. The median annual wage for RN nationally is \$75,330 (BLS).

According to the Washington Center for Nursing, wages for RNs in Washington State exceed the national average) at \$92,887 (Moulton & Flores- Montoya, 2022). For Cowlitz-Wahkiakum counties, the average annual salary is \$94,570 (ESD) which is

**Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges**

	<p>slightly higher than the state and significantly higher than the national median wage. Additional information regarding local and regional demand is demonstrated in detail in Criteria Three of the Statement of Need (beginning on page 7).</p>
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## Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

**For supply gap:** Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).

Based on data obtained directly from the universities, statewide there are 2,081 graduates from BSN or RN-BSN programs to offset the 16,808 annual jobs openings, a deficit of 14,727. Locally, there are 256 graduates and annual job demand is 1,040 leaving a gap of 784 positions.

Table 2:

Area	# of WA State Programs offering BSN or RN-BSN	# Annual Program Completers with BSN degree	# Annual Job Openings	Unmet Need
State	17	2,081	16,808	14,727
Regional*	2	256	1,040	784

In Southwest Washington, only two Washington universities are within 60 miles of Lower Columbia College: Washington State University-Vancouver and Western Governors University (as a partner of LCC's Regional University Center). WSU-V's program is face-to-face but nearly a 45 minute to an hour drive one way, which is a significant barrier for place bound students. WGU offers a BSN option but the program is fully online which limits students requiring an in-person educational option to meet their learning needs. The local breakdown of supply and demand is listed in the table below.

Table 3:

**Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges**

	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td colspan="3" style="text-align: center;">Degrees Awarded, Cowlitz &amp; Wahkiakum Counties 2020-2021*</td> <td colspan="3" style="text-align: center;">Gap Analysis</td> </tr> <tr> <td></td> <td style="text-align: center;">WSU-V</td> <td style="text-align: center;">WGU</td> <td style="text-align: center;">Total</td> <td style="text-align: center;">University Grad- Cowlitz &amp; Wahkiakum Counties*</td> <td style="text-align: center;">Annual Position Openings (10 year Projection 2018-2028)</td> <td style="text-align: center;">Annual unmet need</td> </tr> <tr> <td style="text-align: center;">Registered Nursing, Bachelor Degree</td> <td style="text-align: center;">71</td> <td style="text-align: center;">185</td> <td style="text-align: center;">256</td> <td style="text-align: center;">256</td> <td style="text-align: center;">1,054</td> <td style="text-align: center;">798</td> </tr> </table> <p>More data supporting the supply gap is provided in the Statement of Need Criteria 3 (beginning on page 7).</p>	Degrees Awarded, Cowlitz & Wahkiakum Counties 2020-2021*			Gap Analysis				WSU-V	WGU	Total	University Grad- Cowlitz & Wahkiakum Counties*	Annual Position Openings (10 year Projection 2018-2028)	Annual unmet need	Registered Nursing, Bachelor Degree	71	185	256	256	1,054	798
Degrees Awarded, Cowlitz & Wahkiakum Counties 2020-2021*			Gap Analysis																		
	WSU-V	WGU	Total	University Grad- Cowlitz & Wahkiakum Counties*	Annual Position Openings (10 year Projection 2018-2028)	Annual unmet need															
Registered Nursing, Bachelor Degree	71	185	256	256	1,054	798															
<b>OR, if demand information is not available or it is a new/emerging/changing occupation, **</b>																					
<b>For demand:</b> Provide employer survey results for local demand for the targeted occupation job title(s) to support the demand and education level for the program. <u>Survey requirements are listed below.</u>	NA																				
<b>For supply gap:</b> Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap in the number of qualified applicants available to fill jobs. <u>Survey requirements are listed below.</u>	NA																				
<b>OR, if based on a statutory or accreditation requirement, **</b>																					
<b>Select one:</b> Statutory Requirement <input type="checkbox"/> or Accreditation Requirement <input type="checkbox"/>																					
<b>For demand:</b> Provide labor market information on the current education requirements for the job, including evidence of recent openings for requiring or preferring bachelor’s degrees or above. Cite the statute or certifying body, your proposed program is based upon that has specified a bachelor’s or above in the field is needed.	NA																				

## Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

<b>For supply gap:</b> Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap or that employers anticipate a gap in the number of qualified applicants that will be available to fill jobs with the new requirements. <u>Survey requirements are listed below.</u>	NA
<p>* Demand is defined by state law as “<b><i>an occupation with a substantial number of current or projected employment opportunities.</i></b>”</p> <p>**Applications may include information related to more than one option (i.e., labor market data to support the local demand for the occupation and a local employer survey to support that there is a gap in the number of qualified applicants available to fill jobs).</p>	

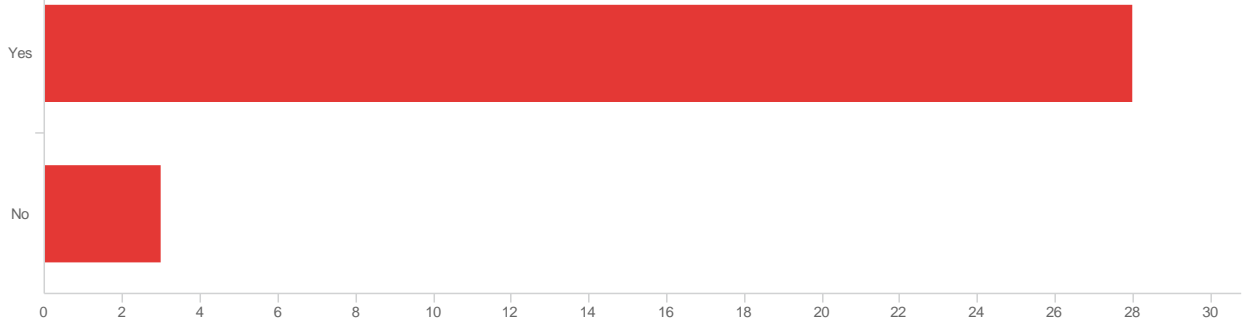
### Survey Requirements:

To verify/support supply demand your survey should include at least 25 individual employer responses. If there are not 25 employers in the area, you should cover the employers who comprise at least 75% of the identified employment base. Provide a copy of the survey with the aggregated results as an appendix. The survey must address the following general questions (you may edit the wording to suit your survey):

- (1) Do you have anticipated demand for application job title(s)? (If this is a new or emerging job title, include a brief description of specific job duties.)
- (2) If there is demand, how many positions do you currently have open? How many do you anticipate having open in the next 3 years?
- (3) Is a bachelor’s degree a requirement or preference for this position? Requirement: Y or N Preference: Y or N
- (4) Do you have difficulty finding Bachelor’s degree level applicants for this position? (If yes- explain)
- (5) Will the proposed program assist you in finding qualified applicants to fill the position(s)?

## Appendix A BSN Employer Survey

Q1 - Do you need registered nurses with bachelor's degrees now, or anticipate having a demand in the future?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you need registered nurses with bachelor's degrees now, or anticipate having a demand in the future?	1.00	2.00	1.10	0.30	0.09	31

#	Field	Choice Count
1	Yes	90.32% 28
2	No	9.68% 3

31

Showing rows 1 - 3 of 3



Q2 - Please indicate how many positions for registered nurses with bachelor's degrees you currently have open.

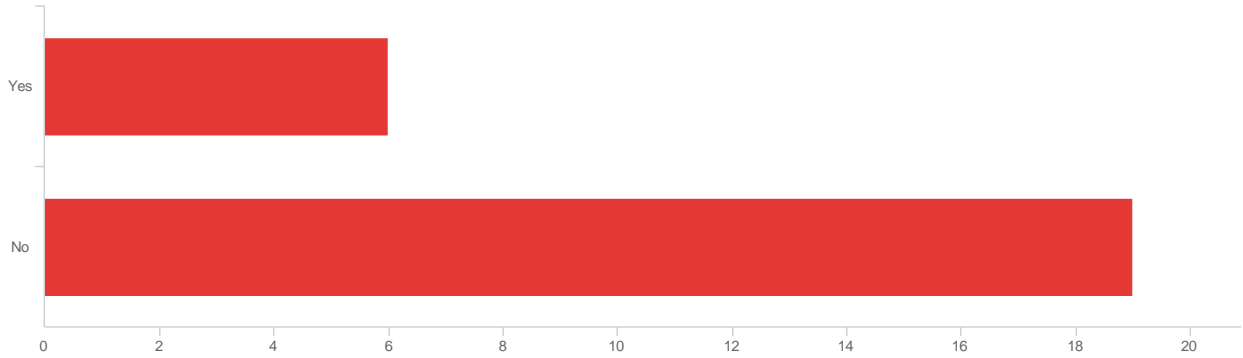
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Current RN openings	0.00	100.00	16.67	28.24	797.56	21

Q3 - Please indicate how many positions for registered nurses with bachelor's degrees

you anticipate having open in the next three years.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Current RN openings	1.00	100.00	30.50	36.13	1305.15	20

Q4 - If an RN applicant is hired without a Bachelor of Science in Nursing (BSN), does your agency/organization require them to obtain a BSN in order to maintain employment?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If an RN applicant is hired without a Bachelor of Science in Nursing (BSN), does your agency/organization require them to obtain a BSN in order to maintain employment?	1.00	2.00	1.76	0.43	0.18	25

#	Field	Choice Count
1	Yes	24.00% 6
2	No	76.00% 19

25

Showing rows 1 - 3 of 3

## Q5 - Once they are hired, how long do employees have to obtain their BSN?

Once they are hired, how long do employees have to obtain their BSN?

---

By 2023

4 years

They don't have a specific time. They just need to currently be in school obtaining their BSN.

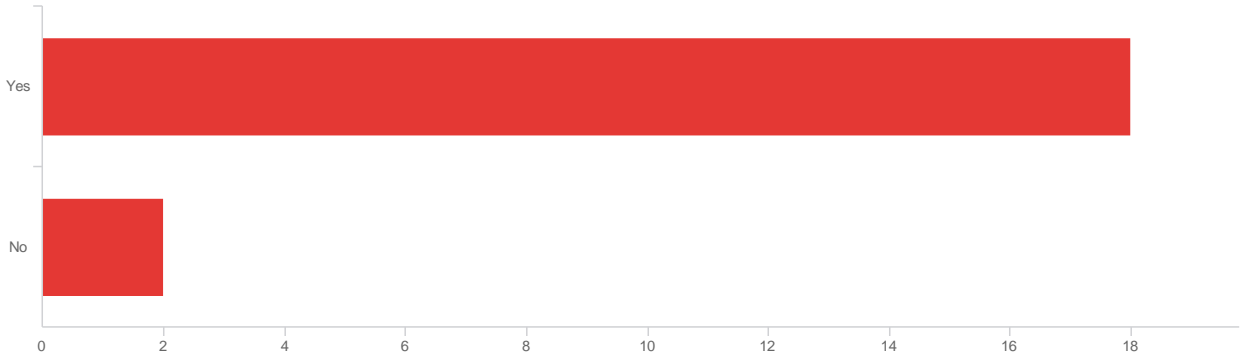
3 years for new graduate RNs which is the only group I am involved in hiring decision making for

Not required at this time. Strongly encouraged and promoted

2 years

2 years

Q6 - Do you have difficulty finding bachelor's level applicants for registered nursing positions?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you have difficulty finding bachelor's level applicants for registered nursing positions?	1.00	2.00	1.10	0.30	0.09	20

#	Field	Choice Count
1	Yes	90.00% 18
2	No	10.00% 2

20

Showing rows 1 - 3 of 3

## Q7 - Please describe the skills and abilities you seek in registered nursing candidates

who hold a BSN.

Please describe the skills and abilities you seek in registered nursing can...

Normal nursing and assessment skills, leadership skills.

Provides evidence-based care to patients under the direction and guidance of an assigned preceptor or expert nurse resource. Receives evaluation and feedback, and direct observation by the assigned preceptors, mentors, Nurse Educator and and/or Manager. Recognizes own limitations and is willing to ask for help, assistance, support or expertise as needed. Demonstrates progressive proficiency and independence in performing selected clinical skills. Able to synthesize data from multiple sources to effectively determine a course of action and plan of care. Implements a plan of care/nursing actions based on sound scientific rationale. Integrates components of the nursing process into the patient's care experience.

Demonstrates organizational skill in the prioritization of care, time management and the utilization of time, human and material resources. Utilizes effective communication within assigned work group and the broader the interdisciplinary team. Displays flexibility, adaptability and self-reliance as a care team member. Assumes responsibility for own learning needs and professional development.

Critical thinking, collaborative communication, teamwork

working with primarily children/students

Cowlitz Free Clinic may need ARNP

Care coordination; management skills

Clinical skills and knowledge in Pediatrics

Care Coordination Management, Oversight of Health Homes program by MCO, Homeless Youth coordinator, SDOH resources specialist, and input in grants for low income rural health clinics.

Increase knowledge to patient care, quality, and patient safety.

Leadership, communication

critical thinking and reasoning

Great assessment skills, critical thinking, organization, able to work independently,.leadership

Population Health, Care Management, Advanced Care Planning, engaged in research and Evidence Based Practice

Triage, care coordination, chronic care coordination, quality metrics, DM education

Autonomy, ability to work with healthcare associated devices and programs, manage a care team, make care plans for patients, treat patients in their home, present at 6+ meetings per month, effectively communicate and care coordinate with anyone involved with patient's care

Ability to critically think through situations; Look for answers online; Energy to learn and improve

critical thinking skills, knowledge of shared governance and the willing to participate in shared governance.

Please describe the skills and abilities you seek in registered nursing can...

More hands-on clinical hours. Leadership/Org structure understanding. More Behavioral Health clinical experience.

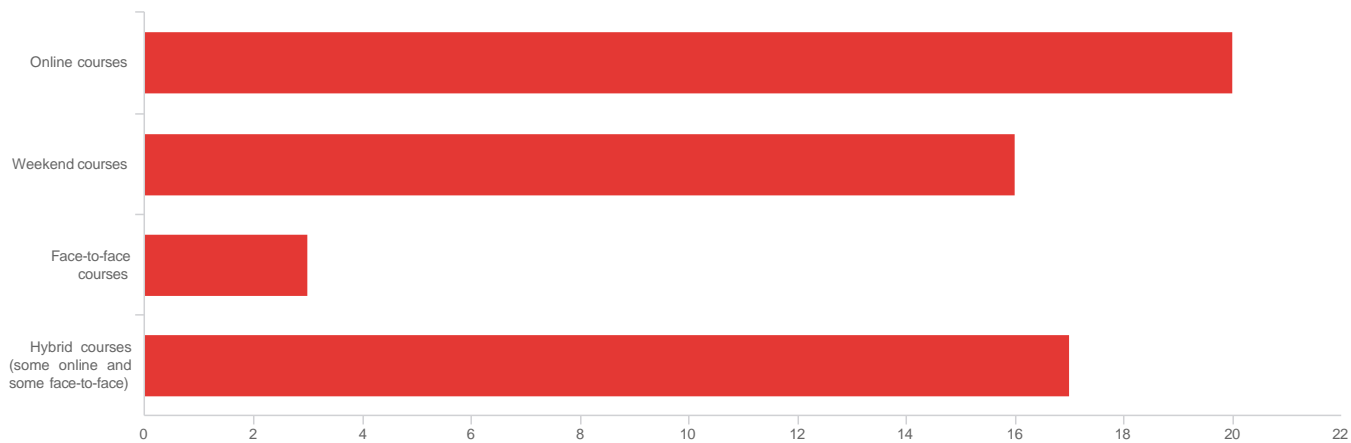
Leadership skills with the ability to effectively lead and supervise CNAs and LPNs

Increase in critical thinking skills, ability to manage a case load and problem solve higher acuity cases

higher level of critical thinking and clinical judgment

test

Q8 - What kind of courses would best meet the needs of registered nurses who work for your organization/agency, while they are obtaining their BSN degrees? Please check all that apply.



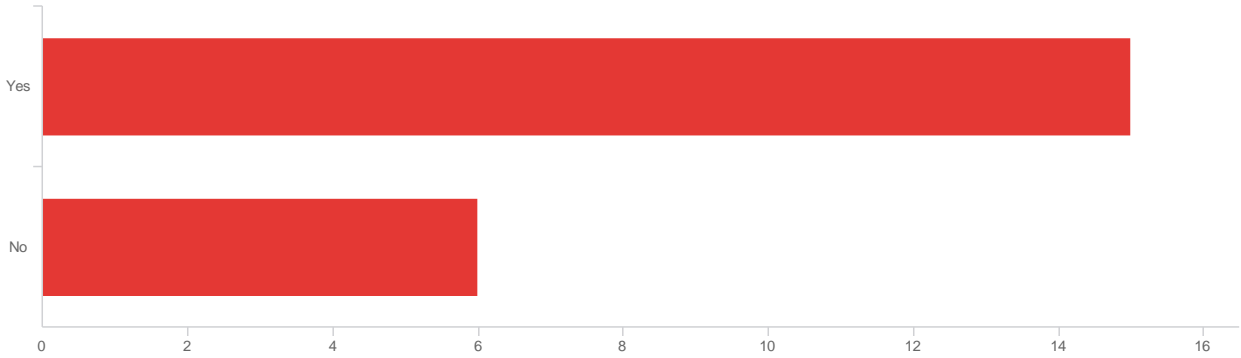
#	Field	Choice Count
1	Online courses	35.71% 20
2	Weekend courses	28.57% 16
3	Face-to-face courses	5.36% 3
4	Hybrid courses (some online and some face-to-face)	30.36% 17

56

Showing rows 1 - 5 of 5



Q9 - Does your agency/organization currently offer any financial support for employees seeking a BSN?



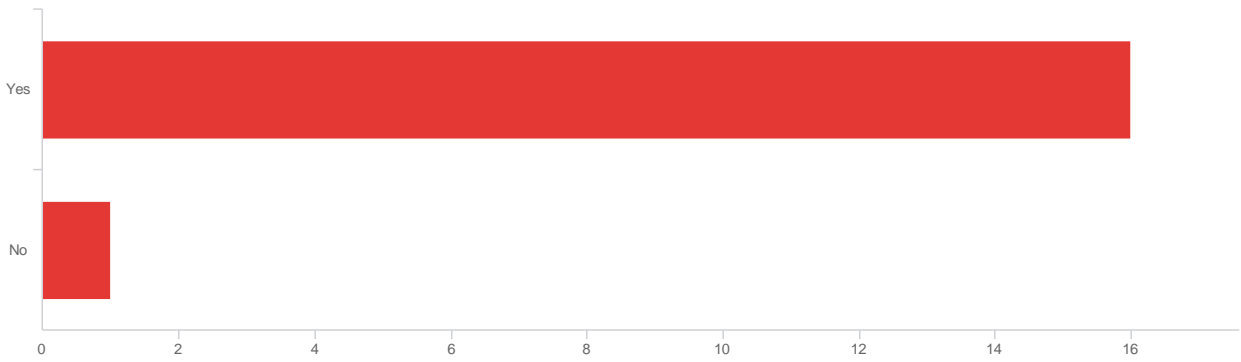
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does your agency/organization currently offer any financial support for employees seeking a BSN?	1.00	2.00	1.29	0.45	0.20	21

#	Field	Choice Count
1	Yes	71.43% 15
2	No	28.57% 6

21

Showing rows 1 - 3 of 3

Q10 - My agency/organization employs current LCC students.



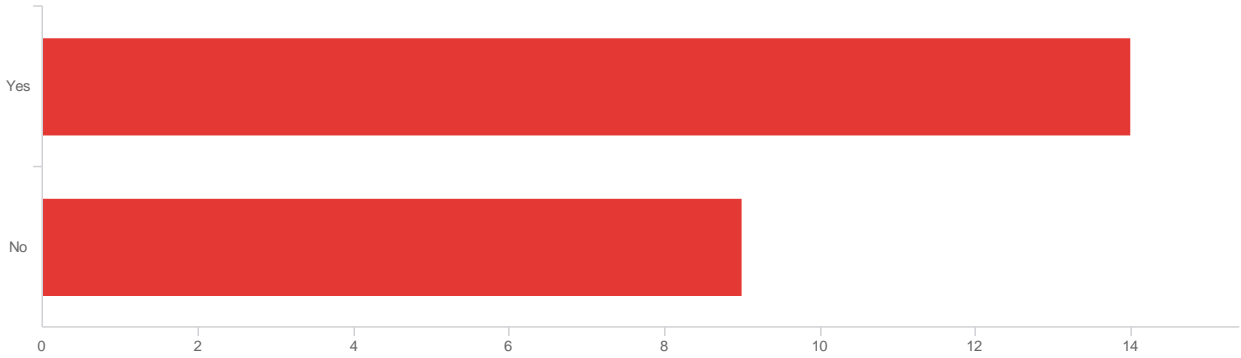
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My agency/organization employs current LCC students.	1.00	2.00	1.06	0.24	0.06	17

#	Field	Choice Count
1	Yes	94.12% 16
2	No	5.88% 1

17

Showing rows 1 - 3 of 3

Q11 - My agency/organization hosts LCC clinical practicum/preceptorships/field experiences.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My agency/organization hosts LCC clinical practicum/preceptorships/field experiences.	1.00	2.00	1.39	0.49	0.24	23

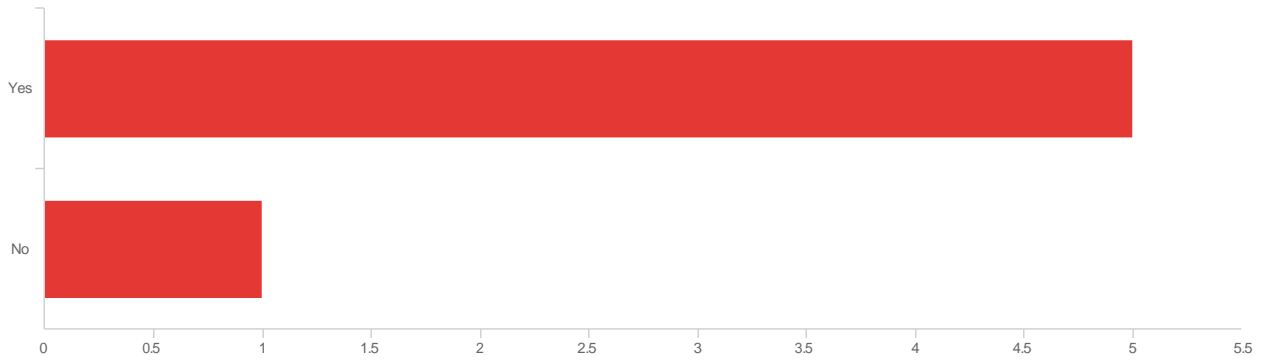
#	Field	Choice Count
1	Yes	60.87% 14
2	No	39.13% 9

23

Showing rows 1 - 3 of 3

## Q12 - Is your agency/organization willing to host LCC clinical

practicum/preceptorships/field experiences?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Is your agency/organization willing to host LCC clinical practicum/preceptorships/field experiences?	1.00	2.00	1.17	0.37	0.14	6

#	Field	Choice Count
1	Yes	83.33% 5
2	No	16.67% 1

6

Showing rows 1 - 3 of 3

## Q13 - What comments or suggestions do you have for LCC?

What comments or suggestions do you have for LCC?

This is a must have program. Nursing shortages will only get worse, need more programs, better access.

this is in the public school setting, for school nurses. I do not think a practicum or experience in the schools would provide much benefit for this program.

for Cowlitz Free Clinic contact Brian Dolan, RN manager for answers

Expansion of all medical related fields would be beneficial - we also need Physical therapy and speech therapy

Keep expanding and growing. Healthcare needs all the hands it can get and more education opportunities in our community.

I strongly support LCC having a BSN program.

I am excited about future BSN LCC candidates!

An option for BSN program at LCC is needed for this community

We are looking forward to hosting LCC students as soon as we have a signed affiliation agreement.

Make getting a BSN attainable. Our nurses already work so hard. They don't need to be overloaded with homework or busy work. Keep education precise, up to date, and relevant. Thank you for considering us as you begin this journey. I appreciate the opportunity to give my input.

Encourage students to be involved in hospital committees such as unit Shared Governance as well as hospital committees

1:1 interviews with applicants to ensure they know the reality of bedside nursing

Go for it! PeaceHealth is striving toward Magnet status and will require BSNs within the next 3-5 years.

We intermittently host LCC nursing students depending on our staff availability to have a student with them. We do not require a BNS for our nursing positions but have it listed as "preferred" and we offer additional compensation for the BNS prepared nurses that we hire.

It would be helpful to discuss the various avenues more in-depth for RNs (Home Health, Hospice, Surgical, SNF, ALF, Palliative Care)

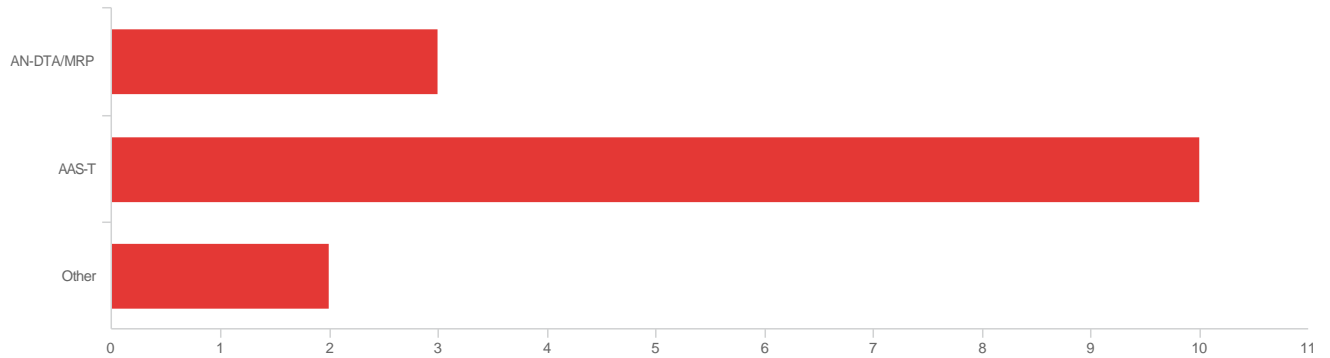
ability to host clinical preceptorships would be individual and dependent on current resources and staffing level.

test

**End of Report**

## Appendix B BSN Need Statement Survey - Regional Employees

Q1 - What associate degree in nursing have you previously earned?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What associate degree in nursing have you previously earned? - Selected Choice	1.00	3.00	1.93	0.57	0.33	15

#	Field	Choice Count
1	AN-DTA/MRP	20.00% 3
2	AAS-T	66.67% 10
3	Other	13.33% 2
		15

Showing rows 1 - 4 of 4

Q1\_3\_TEXT - Other

Other

Q5 - Please indicate the college from which you received your associate degree in nursing.

Please indicate the college from which you received your associate degree i...

LCC

LOWER COLUMBIA COLLEGE

LCC

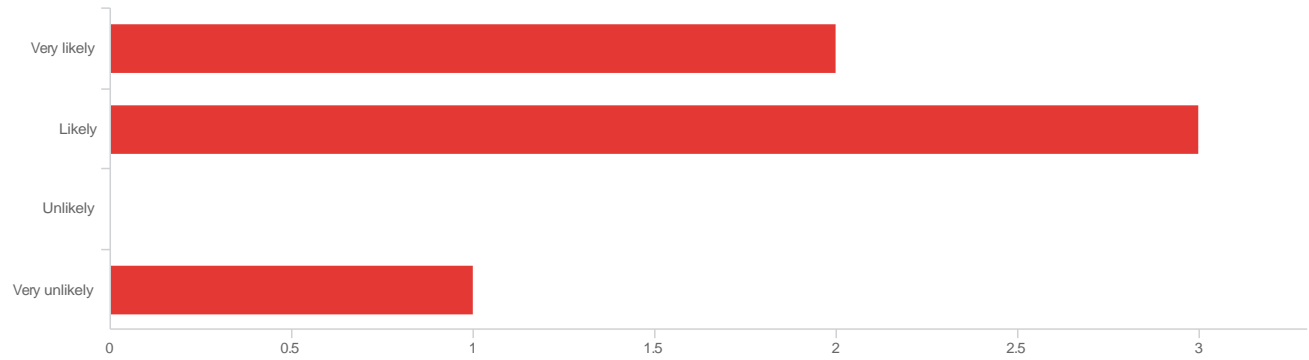
Lower Columbia College

Lowe Columbia College

LCC

LCC

Q6 - If Lower Columbia College (LCC) were to offer a Bachelor of Science in Nursing (BSN), how likely would you be to apply?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If Lower Columbia College (LCC) were to offer a Bachelor of Science in Nursing (BSN), how likely would you be to apply?	1.00	4.00	2.00	1.00	1.00	6

#	Field	Choice Count
1	Very likely	33.33% 2
2	Likely	50.00% 3
3	Unlikely	0.00% 0
4	Very unlikely	16.67% 1

6

Showing rows 1 - 5 of 5



## Q7 - If LCC were to offer a BSN program, when would you prefer to start?

If LCC were to offer a BSN program, when would you prefer to start?

---

ASAP

NA

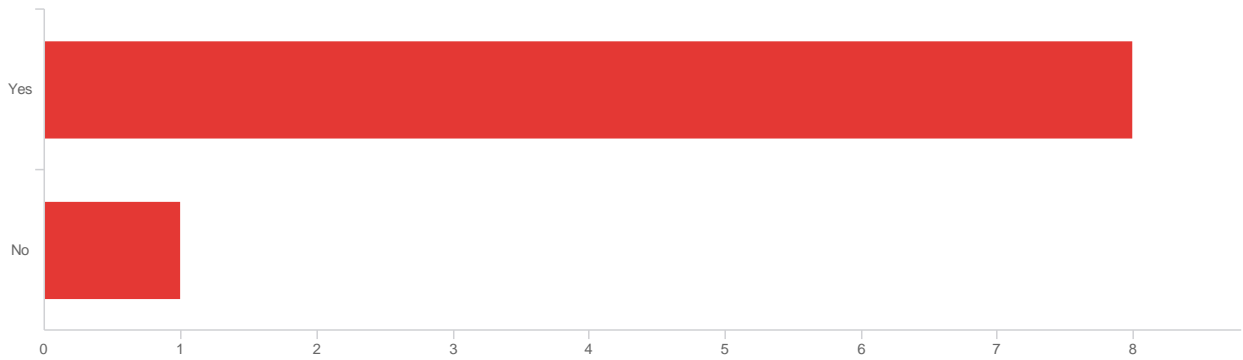
2023

Fall 2022

september? summer?

2024

## Q8 - Are you more likely to pursue a BSN if it is available through LCC?



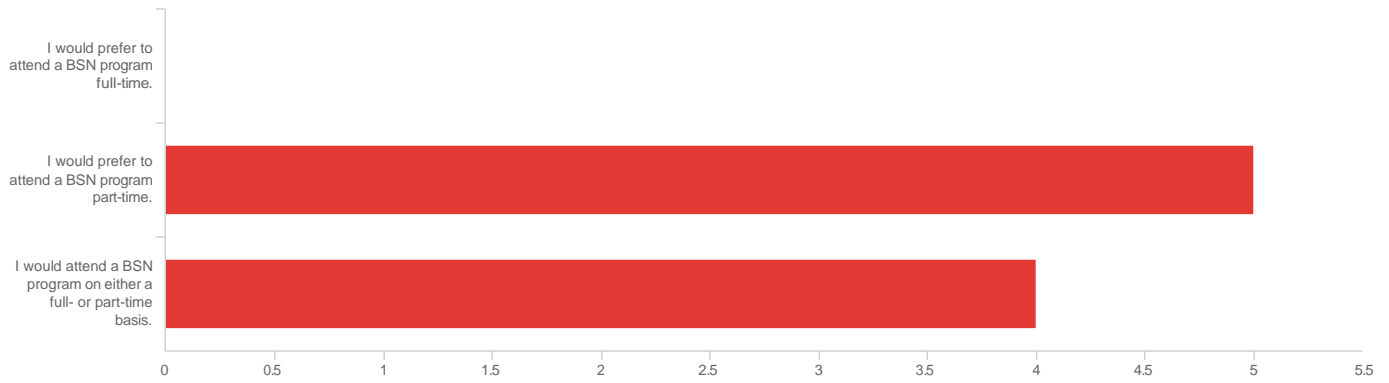
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you more likely to pursue a BSN if it is available through LCC?	1.00	2.00	1.11	0.31	0.10	9

#	Field	Choice Count
1	Yes	88.89% 8
2	No	11.11% 1

9

Showing rows 1 - 3 of 3

## Q9 - Please indicate your preferred option.

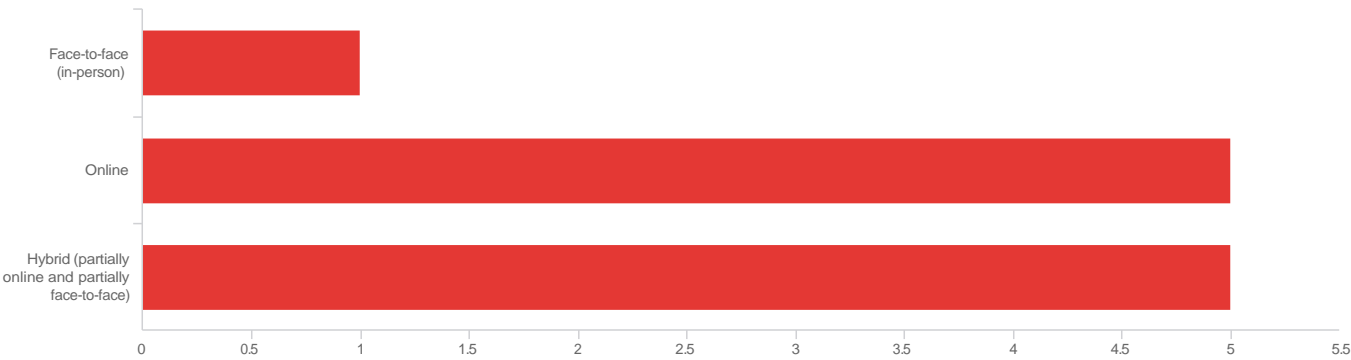


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please indicate your preferred option.	2.00	3.00	2.44	0.50	0.25	9

#	Field	Choice Count
1	I would prefer to attend a BSN program full-time.	0.00% 0
2	I would prefer to attend a BSN program part-time.	55.56% 5
3	I would attend a BSN program on either a full- or part-time basis.	44.44% 4
		9

Showing rows 1 - 4 of 4

Q10 - Please indicate how you would prefer to attend classes. Check all that apply.

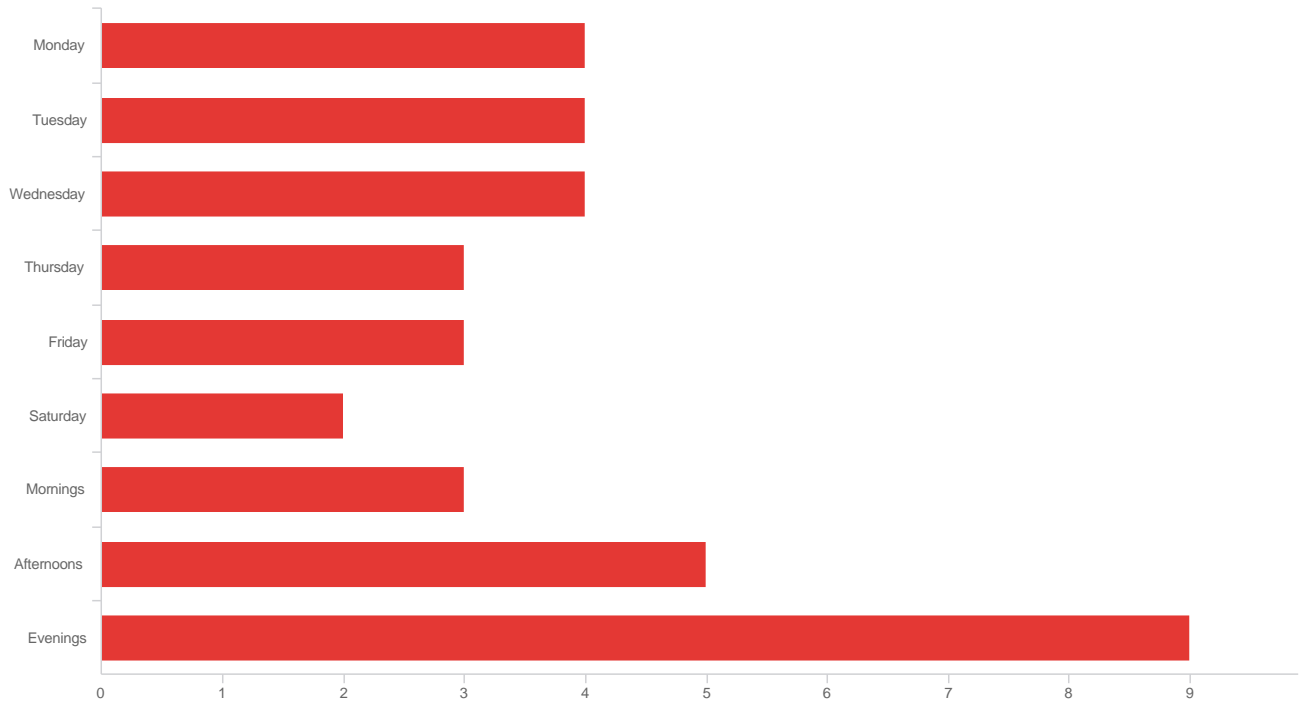


#	Field	Choice Count
1	Face-to-face (in-person)	9.09% 1
2	Online	45.45% 5
3	Hybrid (partially online and partially face-to-face)	45.45% 5
		11

Showing rows 1 - 4 of 4

Q13 - Please indicate which days and times would work best for you for in person

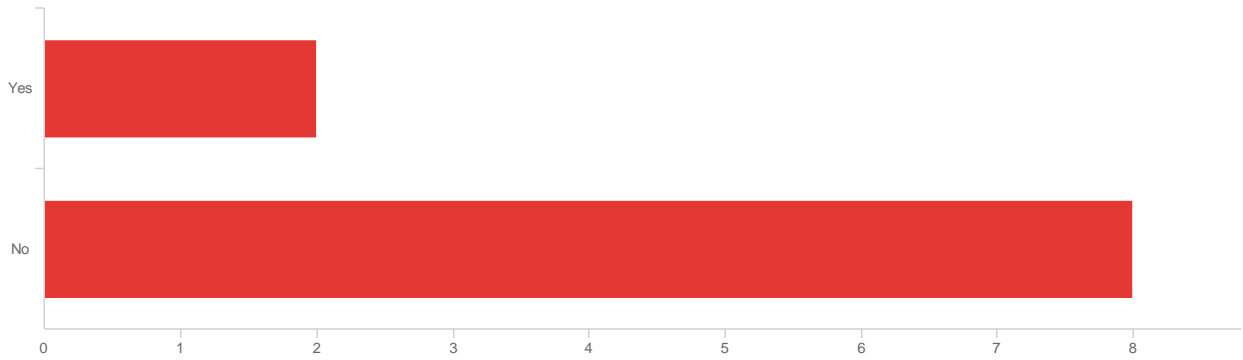
classes. Check all that apply.



#	Field	Choice Count
1	Monday	10.81% 4
2	Tuesday	10.81% 4
3	Wednesday	10.81% 4
4	Thursday	8.11% 3
5	Friday	8.11% 3
6	Saturday	5.41% 2
7	Mornings	8.11% 3
8	Afternoons	13.51% 5
9	Evenings	24.32% 9
		37

Showing rows 1 - 10 of 10

Q11 - Do you need a bachelor's degree program in Cowlitz County because you are unable to relocate to continue your education?



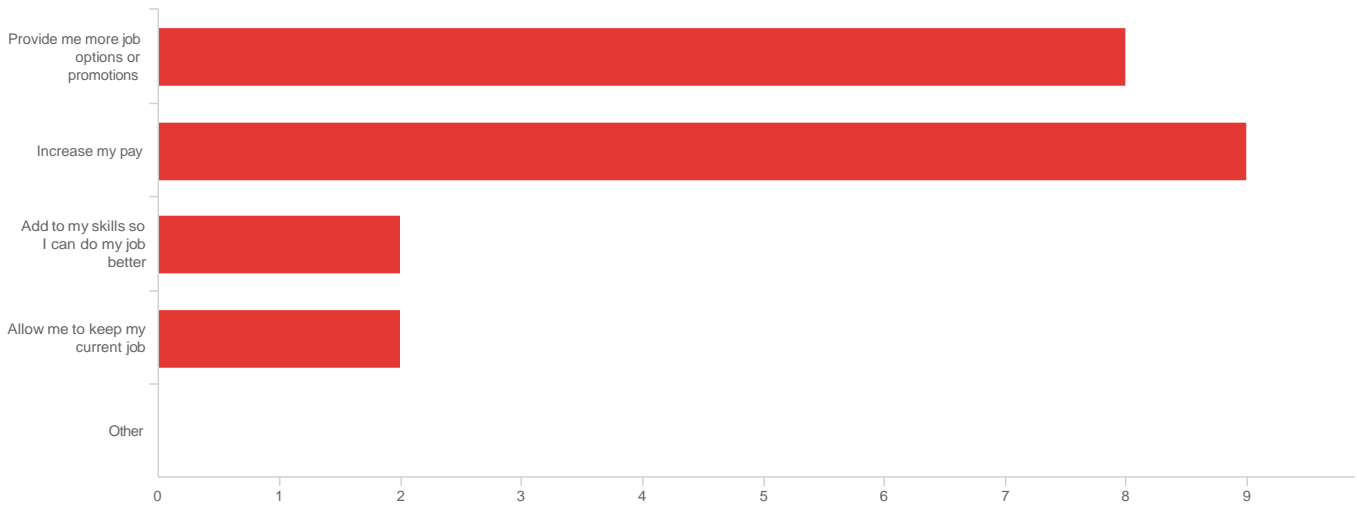
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you need a bachelor's degree program in Cowlitz County because you are unable to relocate to continue your education?	1.00	2.00	1.80	0.40	0.16	10

#	Field	Choice Count
1	Yes	20.00% 2
2	No	80.00% 8

10

Showing rows 1 - 3 of 3

Q12 - Please tell us what a bachelor's degree would do for you. Check all that apply.



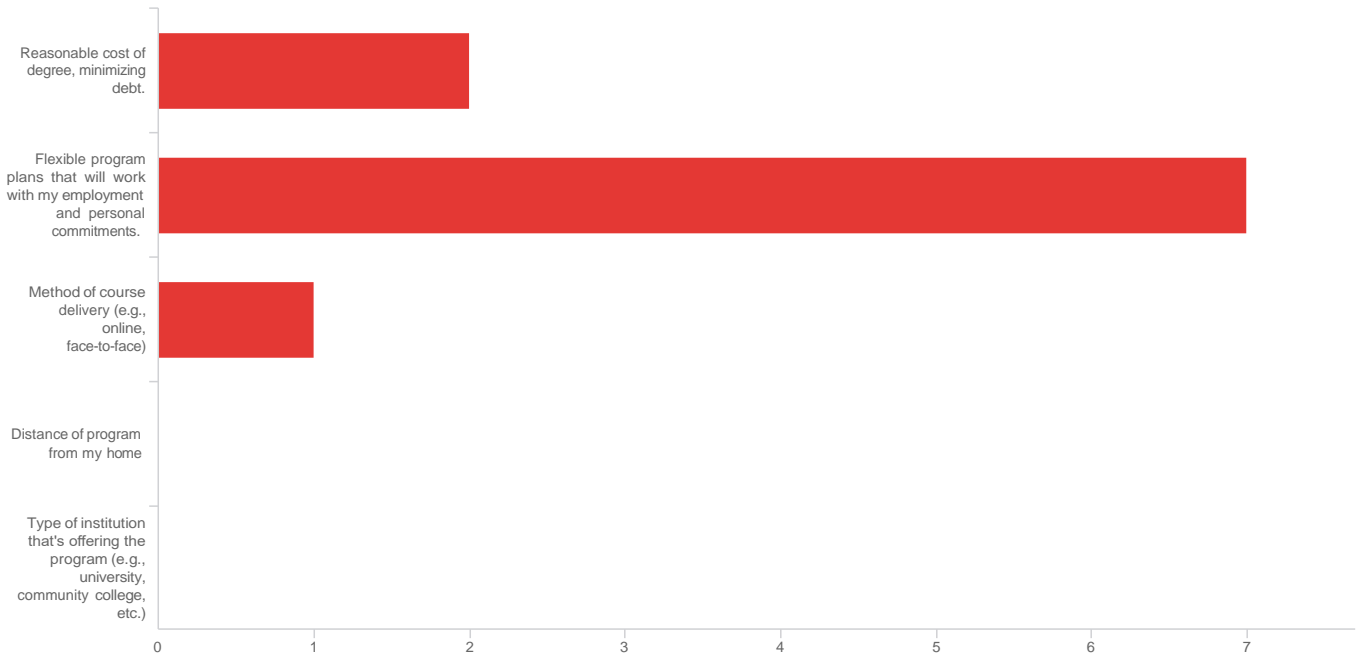
#	Field	Choice Count
1	Provide me more job options or promotions	38.10% 8
2	Increase my pay	42.86% 9
3	Add to my skills so I can do my job better	9.52% 2
4	Allow me to keep my current job	9.52% 2
5	Other	0.00% 0
		21

Showing rows 1 - 6 of 6

Q12\_5\_TEXT - Other

Other

Q13 - Please indicate which of the following is MOST important to you in selecting a BSN program.



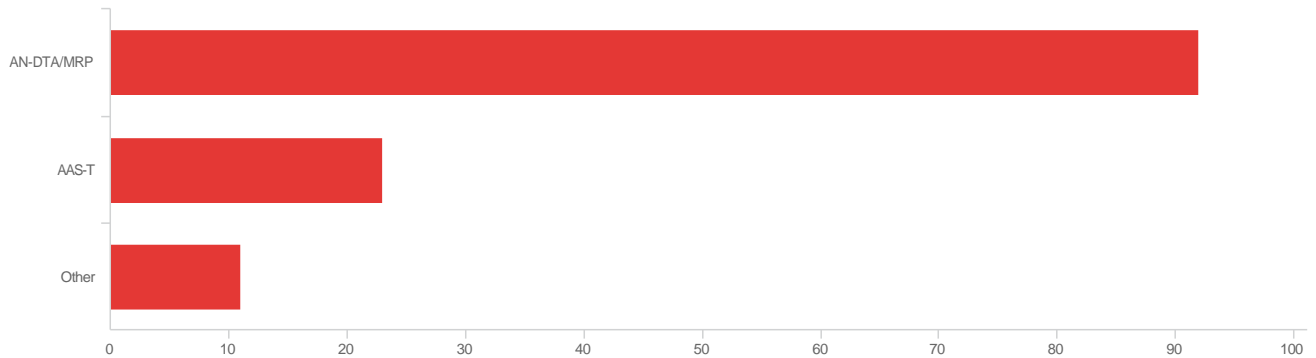
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please indicate which of the following is MOST important to you in selecting a BSN program.	4.00	6.00	4.90	0.54	0.29	10

#	Field	Choice Count
4	Reasonable cost of degree, minimizing debt.	20.00% 2
5	Flexible program plans that will work with my employment and personal commitments.	70.00% 7
6	Method of course delivery (e.g., online, face-to-face)	10.00% 1
7	Distance of program from my home	0.00% 0
8	Type of institution that's offering the program (e.g., university, community college, etc.)	0.00% 0
		10



## Appendix C Student Survey - BSN Need Statement

Q1 - What associate degree in nursing have you previously earned, or will you earn in the future?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What associate degree in nursing have you previously earned, or will you earn in the future? - Selected Choice	1.00	3.00	1.36	0.64	0.40	126

#	Field	Choice Count
1	AN-DTA/MRP	73.02% 92
2	AAS-T	18.25% 23
3	Other	8.73% 11
		126

Showing rows 1 - 4 of 4

Q1\_3\_TEXT - Other

Other

RN Associates from LLC

ADN Associates RN

ANS

Other

ADN

ADN

Q5 - Please indicate the college from which you received (or will receive) your associate degree in nursing.

Please indicate the college from which you received (or will receive) your...

LCC

Lower Columbia

Lower Columbia College

Lower Columbia College

Lower Columbia College

Lower Columbia College

Lower Columbia College

LCC

Lower Columbia

LCC

Lower Columbia College

LCC

LCC

Lower Columbia college

Lower Columbia College

Lower Columbia College

LCC

Lower Columbia College

LCC

LCC

Please indicate the college from which you received (or will receive) your...

LCC

LCC

LCC

Lcc

LCC

Lower Columbia College

Lower Columbia College

LCC

Lcc

LCC

Lower Columbia College

Lower Columbia College

Lower Columbia College

Lower Columbia Community College

Lower Columbia College

Lower Columbia college

Lower Columbia College

Lower Columbia College

LCC

LCC

Lower Columbia College

Lower Columbia College

Lower Columbia College

LCC

Please indicate the college from which you received (or will receive) your...

Lcc

Lower Columbia

LCC

LCC

Lower Columbia College

Lower Columbia College

LLC

LCC

Lower Columbia College

Lower Columbia college

LCC

Lower Columbia college

Lower Columbia College

LCC

Lower Columbia College

Lower Columbia College

Lower Columbia College

Lower Columbian College

Lower Columbia College

Lower Columbia College

Lower Columbia

Lower Columbia College

Lower Columbia College

Lower Columbia College

Please indicate the college from which you received (or will receive) your...

Lower Columbia College

Lower columbia college

LCC

Lower columbia

Lower Columbia college

LCC

Lower Columbia College

Lower Columbia College

Lower Columbia College

LCC

It mostly matters if the credits will transfer, for higher levels of education

Lower Columbia College

Lower Columbia college

LCC

LCC

Lower Columbia College (LCC)

LCC

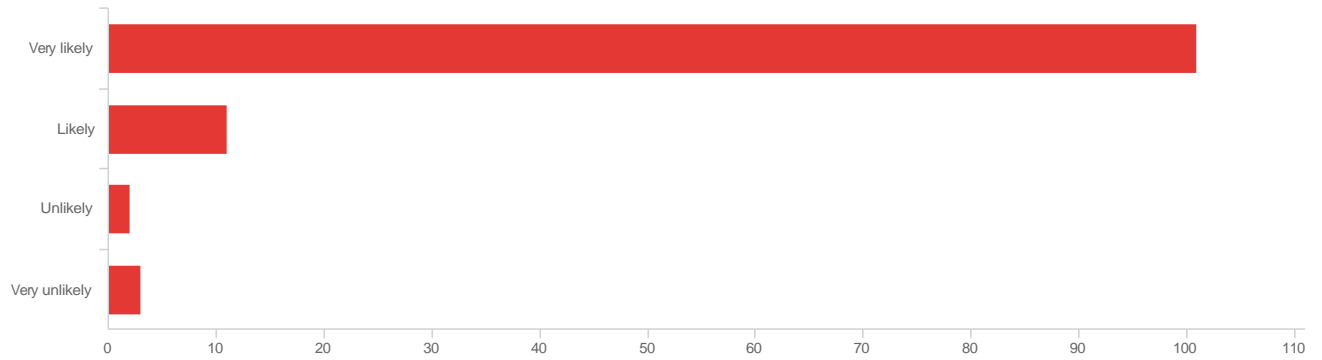
LCC

LCC

LCC

LCC

Q6 - If Lower Columbia College (LCC) were to offer a Bachelor of Science in Nursing (BSN), how likely would you be to apply?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If Lower Columbia College (LCC) were to offer a Bachelor of Science in Nursing (BSN), how likely would you be to apply?	1.00	4.00	1.21	0.59	0.35	117

#	Field	Choice Count
1	Very likely	86.32% 101
2	Likely	9.40% 11
3	Unlikely	1.71% 2
4	Very unlikely	2.56% 3

117

Showing rows 1 - 5 of 5

## Q7 - If LCC were to offer a BSN program, when would you prefer to start?

If LCC were to offer a BSN program, when would you prefer to start?

Fall 2022

2024

ASAP

Fall 2024

2024 or 2025

After completion of RN program

ASAP depending on my circumstances.

I'm already in one. I would have if there was an option before I started WGU

Fall 2022

Fall

2022

If I weren't already in a program, I'd like to start as soon as possible.

Last Fall

Now

Next 6mo

This fall.

As soon as possible

Fall 2022

As soon as offered based on work load

Asap

I would have liked it sooner

September 2022



If LCC were to offer a BSN program, when would you prefer to start?

Now

Fall

Asap

I'm already in a BSN program

Soon

ASAP

Immediately

Fall

Fall

Already completed my BSN but would have loved to complete it through LCC

Fall 2022

September 2022

Within 6 months

Fall 2022

ASAP

Asap

Fall 2023

Winter 2024

Fall 2024

2023

Fall

2024

Asap

I would prefer to start as soon as possible (fall of 2022) But would start as late as 2024.

If LCC were to offer a BSN program, when would you prefer to start?

Fall 2023

2023

April 2023

When I finish the RN program

Spring 2023

Fall 2023

Asap

As soon as I graduate the current program I am in

now

Anytime after June 2022 (graduation month)

Fall 2022

Fall 23

Within 6 months of completing RN

No preference

Spring 2024

Immediately after my RN program

2024-2025

As soon as possible

Fall 2022

Fall

Right after completing RN program

Once I graduate with my associates in nursing.

This fall

Summer/Fall 2023

If LCC were to offer a BSN program, when would you prefer to start?

Fall 2022

2024

Fall 2022

Fall 2022

Fall 2023

After graduation june 2023

Spring 2023

As soon as possible after graduation

No preference

Spring of 2023

Spring 2023

January 2024

2025

2023

September 2022

At the completion of my AA, winter 2024

September 2022

Fall 2023

Directly after the nursing associates program

2023

September 2023

Fall

As soon as I finish my registered nursing program in 2024

Right after I graduate with my ADN

If LCC were to offer a BSN program, when would you prefer to start?

---

ASAP

Spring 2024

Immediately

Summer 2022

Spring/Fall 2023

Around 2023-2024

After I graduate with my RN in December 2023

I graduate winter quarter of 2023 so any time after that!

Fall22, winter 22

2022/2023 as soon as possible

This Fall quarter.

As soon as I graduate

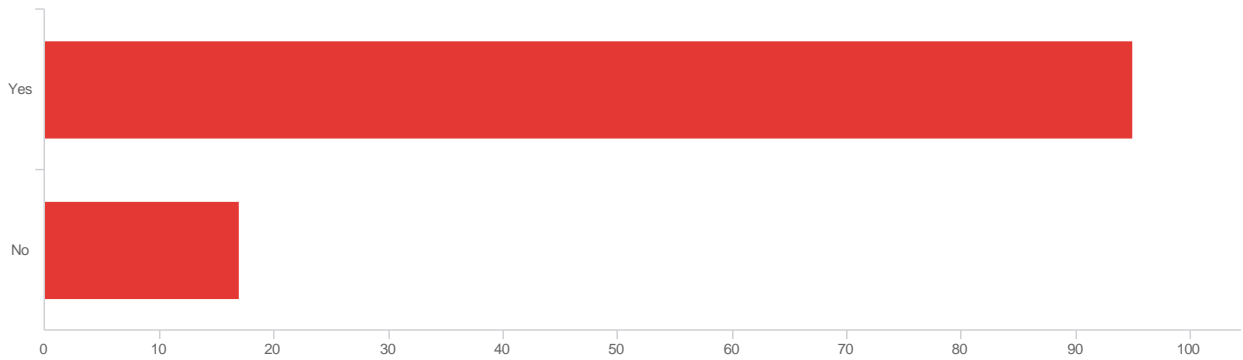
After I graduate nursing RN program 2023

Fall 2023

Jan 2023

ASAP

## Q8 - Are you more likely to pursue a BSN if it is available through LCC?



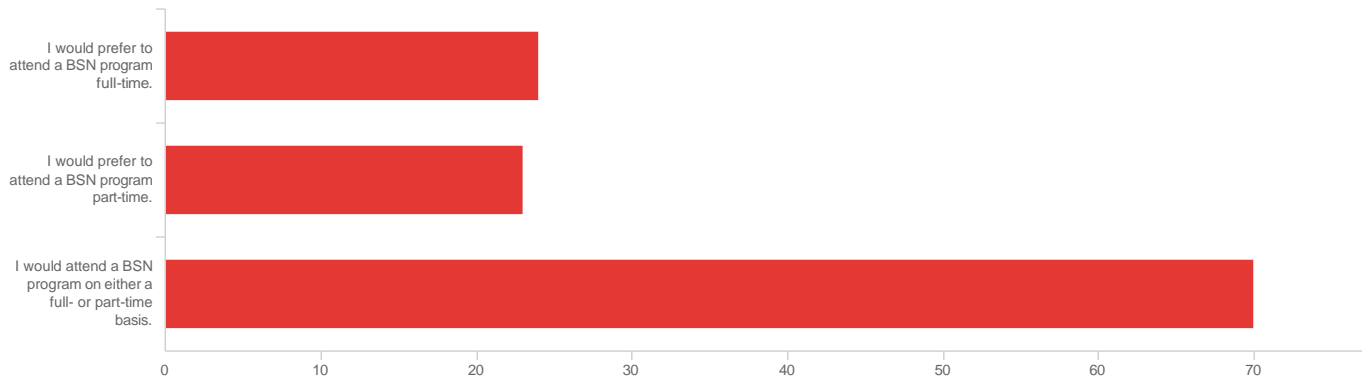
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you more likely to pursue a BSN if it is available through LCC?	1.00	2.00	1.15	0.36	0.13	112

#	Field	Choice Count
1	Yes	84.82% 95
2	No	15.18% 17

112

Showing rows 1 - 3 of 3

## Q9 - Please indicate your preferred option.

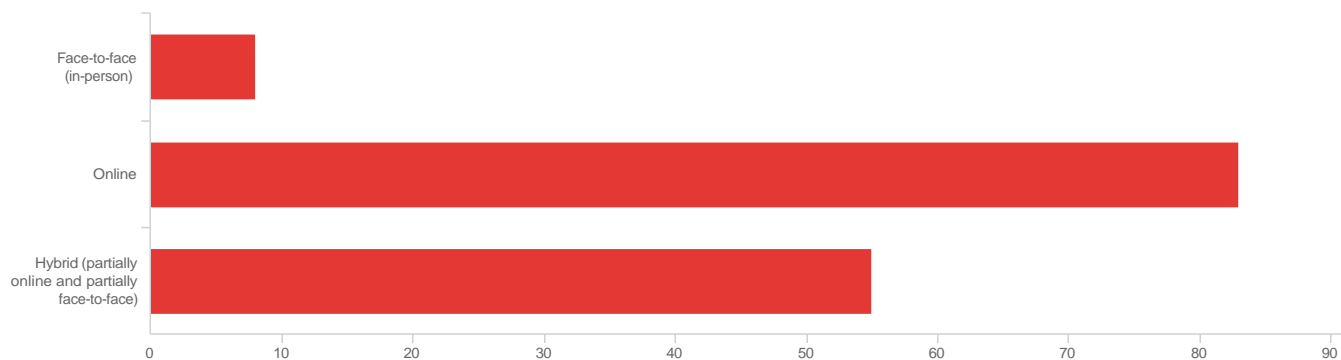


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please indicate your preferred option.	1.00	3.00	2.39	0.81	0.65	117

#	Field	Choice Count
1	I would prefer to attend a BSN program full-time.	20.51% 24
2	I would prefer to attend a BSN program part-time.	19.66% 23
3	I would attend a BSN program on either a full- or part-time basis.	59.83% 70
		117

Showing rows 1 - 4 of 4

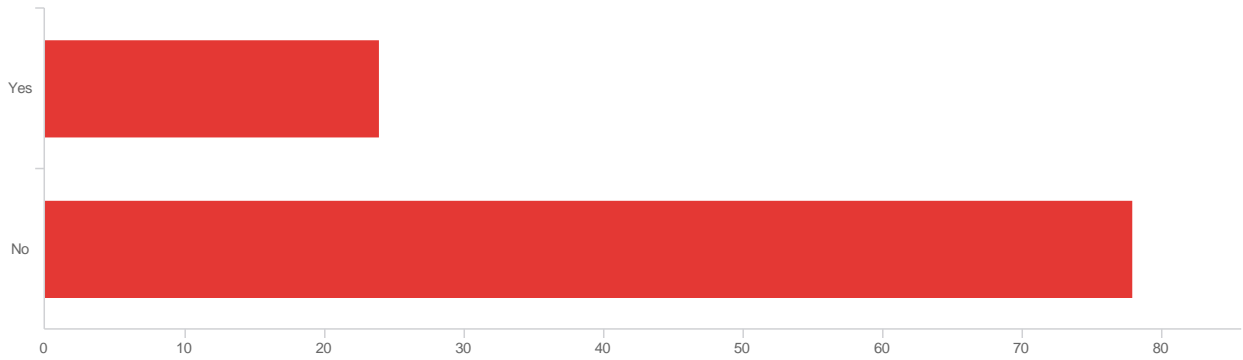
Q10 - Please indicate how you would prefer to attend classes. Check all that apply.



#	Field	Choice Count
1	Face-to-face (in-person)	5.48% 8
2	Online	56.85% 83
3	Hybrid (partially online and partially face-to-face)	37.67% 55
		146

Showing rows 1 - 4 of 4

Q11 - Do you need a bachelor's degree program in Cowlitz County because you are unable to relocate to continue your education?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you need a bachelor's degree program in Cowlitz County because you are unable to relocate to continue your education?	1.00	2.00	1.76	0.42	0.18	102

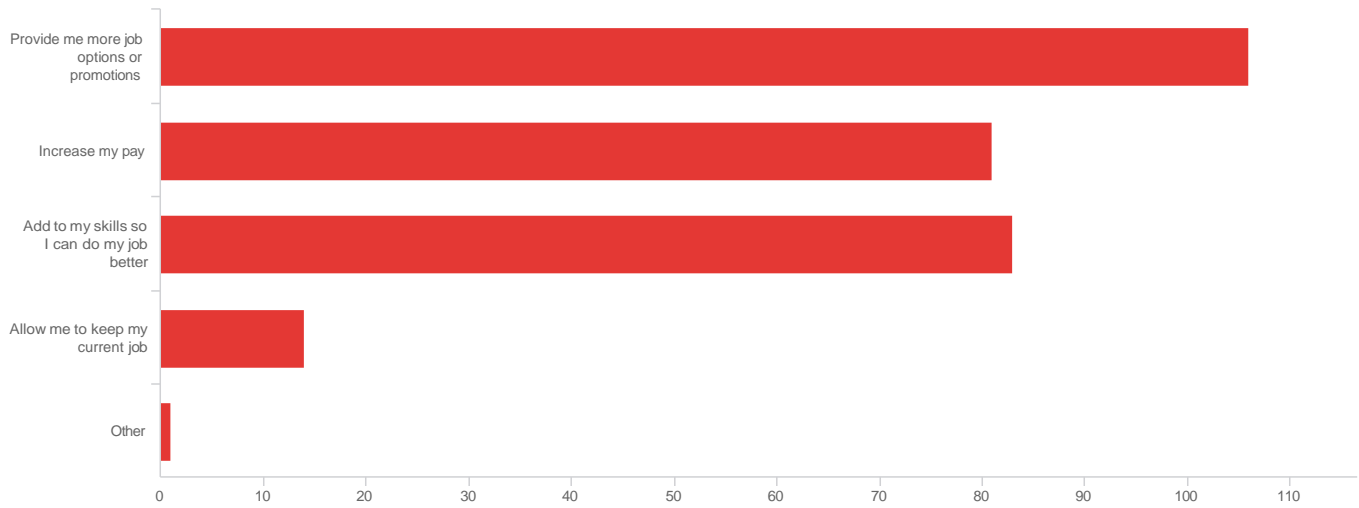
#	Field	Choice Count
1	Yes	23.53% 24
2	No	76.47% 78

102

Showing rows 1 - 3 of 3



Q12 - Please tell us what a bachelor's degree would do for you. Check all that apply.



#	Field	Choice Count
1	Provide me more job options or promotions	37.19% 106
2	Increase my pay	28.42% 81
3	Add to my skills so I can do my job better	29.12% 83
4	Allow me to keep my current job	4.91% 14
5	Other	0.35% 1
		285

Showing rows 1 - 6 of 6

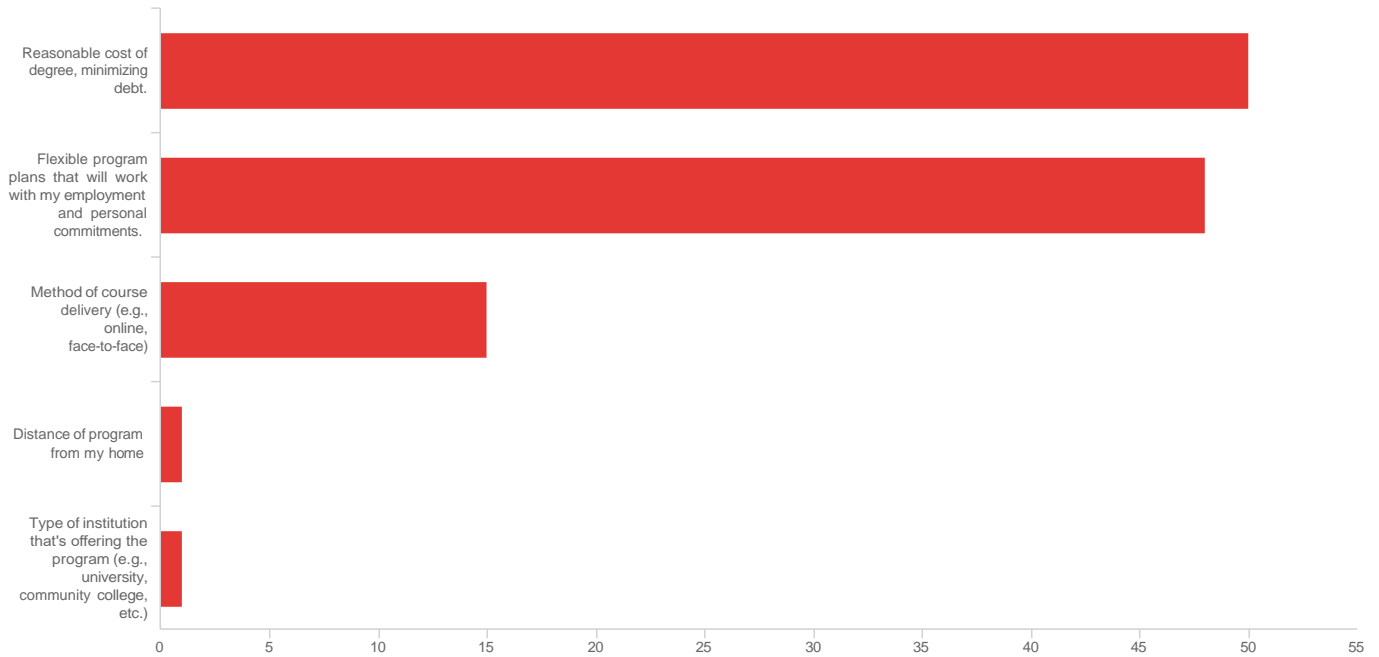
Q12\_5\_TEXT - Other

Other

Be able to work in a hospital

# Q13 - Please indicate which of the following is MOST important to you in selecting a BSN

program.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please indicate which of the following is MOST important to you in selecting a BSN program.	4.00	8.00	4.74	0.78	0.61	115

#	Field	Choice Count
4	Reasonable cost of degree, minimizing debt.	43.48% 50
5	Flexible program plans that will work with my employment and personal commitments.	41.74% 48
6	Method of course delivery (e.g., online, face-to-face)	13.04% 15
7	Distance of program from my home	0.87% 1
8	Type of institution that's offering the program (e.g., university, community college, etc.)	0.87% 1
		115