Presenting an Applied Baccalaureate Program to Legislature: Challenges and Lessons Learned

Julie Huckestein and Sandra Kellogg
Introduction:
Chemeketa Community College developed an applied baccalaureate proposal to take to the Oregon Legislature in spring, 2017.

This presentation will review the steps taken to develop the proposal, gain key stakeholders, and present before legislature.

Additionally, challenges encountered will be discussed, as well as steps to hopefully be successful in the near future.
Nursing Program Demographics

- College/Program Demographics
  - Chemeketa serves 3 counties in NW Oregon; Marion, Yamhill, and Polk
  - Program receives 220+ qualified applicants for 48 seats
  - Nursing student eligible to sit for NCLEX-PN after first year
Request from Philanthropic Agency

- Philanthropic agency requested more nurses in our region.
- Asked “how can we start our own nursing program?”
  - Morphed into “how can we, the community college, start a BSN program?”
  - Attended our first CCBA conference 2016
Meeting with essential stakeholders

- Began talking with essential stakeholders who may have the same interest;
  - Willamette Valley Medical Center
  - Silverton Hospital
  - Santiam Hospital
  - Willamette Valley Hospice
  - Saint Benedictine Nursing Center
  - Avamere Care Center
  - Veterans Home
Meeting with Lobbyist

• Developing the plan based off of stakeholders report, Oregon Center for Nurses (OCN) infographic and other OCN research
OCN Infographic
Meeting with colleges and universities

• Informing colleges and universities our intentions
  – George Fox University
  – Western Oregon University
  – Oregon Institute of Technology
  – Linfield College
  – Oregon Health Sciences University
Oregon Presidents Council and HECC

• Informed OPC of intention
  – Feedback received

• Informed HECC of intention
  – Feedback received
Developed HB 2540

- Developed HB 2540 with assistance from Lobbyist
- Sponsored by former Representative Jodi Hack
- https://olis.leg.state.or.us/liz/2017R1/Measures/Overview/HB2540
Notified Board of Nursing

• Notified OSBN
  – Met with liaison
  – Liaison presented our intention to the board
    • Received little response
    • Wanted to know what HECC thought
Questions from Stakeholders

• Nursing educational pathway creates confusion related to Oregon Consortium Nursing Education.
  – Developed curriculum comparison chart
  – Developed an educational pathway
## Curriculum Comparison Chart

<table>
<thead>
<tr>
<th>Gen Ed Requirements: (credits)</th>
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</thead>
<tbody>
<tr>
<td>CH110: Foundations of General, Organic, and Biochemistry (pre-req for BI231)</td>
<td>CH103: Chemistry for Allied Health (pre-req to BI112) (5)</td>
</tr>
<tr>
<td>BI231: Human Anatomy &amp; Physiology I (4)</td>
<td>BI102, BI112, or BI212: Intro to Genetics (4-5)</td>
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<tr>
<td>BI232: Human Anatomy &amp; Physiology II (4)</td>
<td>BI231: Human Anatomy &amp; Physiology I (4)</td>
</tr>
<tr>
<td>BI233: Human Anatomy &amp; Physiology III (4)</td>
<td>BI232: Human Anatomy &amp; Physiology II (4)</td>
</tr>
<tr>
<td>MTH095: Intermediate Algebra (or higher) (4)</td>
<td>BI233: Human Anatomy &amp; Physiology III (4)</td>
</tr>
<tr>
<td>PSY201: Intro to Psychology (humanities elective that is a pre-req to PSY237) (4)</td>
<td>MTH095: Intermediate Algebra (or higher) (4)</td>
</tr>
<tr>
<td>PSY237: Lifespan Development (4)</td>
<td>PSY201: Intro to Psychology (humanities elective that is a pre-req to PSY237) (3)</td>
</tr>
<tr>
<td>WR121: The College Essay (4)</td>
<td>PSY237: Human Development (4)</td>
</tr>
<tr>
<td>CIS101: Intro to Microcomputer Applications (3)</td>
<td>WR121: English Composition (4)</td>
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<td>WR227: Technical Report Writing (4)</td>
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<td></td>
<td>FN225: Nutrition (4)</td>
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<td>BI234 Microbiology (4)</td>
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<thead>
<tr>
<th>Term 1</th>
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<tbody>
<tr>
<td>NUR106: Fundamental of Nursing (9)</td>
<td>NRS110 A &amp; B: Foundations of Nursing –Health Promotion A &amp; B (9)</td>
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<td>NRS230: Clinical Pharmacology I (3)</td>
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</tbody>
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<tr>
<th>Term 2</th>
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</thead>
<tbody>
<tr>
<td>NUR108: Acute and Chronic Conditions I (10)</td>
<td>NRS111 A &amp; B Foundations of Nursing in Chronic Illness A &amp; B (6)</td>
</tr>
<tr>
<td></td>
<td>NRS231: Clinical Pharmacology II (3)</td>
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<tr>
<td></td>
<td>NRS232: Pathophysiological Processes I (3)</td>
</tr>
</tbody>
</table>
Educational Pathway

House Bill 2540
Permits community colleges to offer applied baccalaureate degrees in nursing to individuals with specified qualifications.

University Track
- Current Option: 4 Years
  College/University BSN (RN)

Community College to University Track
- 16 Oregon Community Colleges
- 2 Years Community College
  ADN (RN)

- Current Option: 18-24 months
  100% Online BSN (RN)
- Current Option: 1 Year In-class
  (Portland Only) BSN (RN)

- HB2540
  New Option: 18-24 months
  Hybrid In-Class & Online BSN (RN)

Masters

Doctorate

Educational Pathways
Support letters for Legislative Committee

• Sent out template letter for testimony to Legislative Committee
  – Testimony outline
  – Tell your story
  – Request to support the bill
Legislative Committee
House Committee on Higher Education and Workforce

- OHSU presented first on the success of OCNE
- What went well
- What didn’t go as expected
Future

- ???

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