

**Bachelor of Science Degree
in
Nursing**

**A
Proposal
submitted to
The Florida State Board of Education**

**by
Okaloosa-Walton Community College**



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**OKALOOSA-WALTON COMMUNITY COLLEGE
BACHELOR OF SCIENCE IN NURSING**

PROPOSAL

INTRODUCTION

Okaloosa-Walton Community College (OWCC) proposes to develop and implement a Bachelor of Science Degree in Nursing. This site-based baccalaureate degree is designed to meet the specific staffing needs of regional hospitals and other health care providers, to address the goal of local A.D.N. students for access to a four-year degree in field and to help reduce the supply-demand gap statewide for qualified nurses, especially in the critical care area. The proposed program will be offered in the A.S. to B.S. career-ladder format, with a content focus on clinical management of individuals and families with complex health problems. Special emphasis will be given to “critical thinking at the bedside”, a health care perspective highly sought by local hospitals and health care professionals when hiring nurses.

The degree program will capitalize on the College’s existing expertise, facilities and academic resources, as well as an outstanding cooperative relationship with the local hospitals, to increase access to baccalaureate level education in Okaloosa and Walton Counties. Specifically, the degree will use flexible scheduling, distance learning and traditional classroom instruction to offer eligible students the opportunity to pursue nursing positions in various health care settings.

ORGANIZATION OF THE PROPOSAL

The proposal is presented in two parts. The first section presents the College’s Plan for the Bachelor of Science in Nursing. The second section presents an assessment of the plan’s compliance with the six evaluation criteria established by the Council on Education Policy Research and Improvement (CEPRI) for the evaluation of site-determined baccalaureate degree proposals. A detailed response to each of the evaluation criteria sub-questions is also included.

OKALOOSA-WALTON COMMUNITY COLLEGE

BACHELOR OF SCIENCE IN NURSING

PROPOSAL

PART I

PROGRAM PLAN

OKALOOSA-WALTON COMMUNITY COLLEGE BACHELOR OF SCIENCE IN NURSING

PROPOSAL PART I: PROGRAM PLAN

Planning and Development

During the summer of 2002, in response both to the statewide call for increased access to baccalaureate programs and to recurring suggestions from the local health care community, students and employers, OWCC began consideration of a new curriculum -- a Bachelor of Science in Nursing (B.S.N.) Degree Program. The planning and development process involved the various internal and external constituencies of the College, as well as a significant research component. After a comprehensive needs assessment, a series of small planning teams were formed to address the various elements of program development. The following proposal, which was endorsed by the OWCC Board of Trustees at its regular meeting on November 19, 2002, is the culmination of this effort.

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| NEEDS ASSESSMENT |
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In order to refine the degree concept further and to verify the value of such an offering, the college conducted a two-pronged needs assessment: 1) determination of student demand and 2) determination of workforce demand.

Student Demand

An October 2002 study by the Florida Hospital Association (available online at www.fha.org/productdetail.html?PRID=57) indicates that only 17% of current Associate Degree (A.D.N.) nurses proceed to the B.S.N. Degree, in part due to lack of access to baccalaureate level programs. Local student opinion suggests that a much higher proportion of individuals pursuing nursing education hold the baccalaureate as an educational goal. Between the fall of 2001 and the summer of 2002, the College surveyed 100 associate degree nurses enrolled in its A.D.N. program concerning their desire to complete the B.S.N. degree. The results appear in Table !.1 If only one-half of the survey respondents eventually continued to the proposed degree program, that number more than validates the enrollment projection of an annual class with 24 participants.

Table 1.1
OWCC Students B.S.N. Survey Results

| | Number Surveyed | Number Desiring B.S.N. | Percent Desiring B.S.N. |
|---------------------|------------------------|-------------------------------|--------------------------------|
| Freshmen | 35 | 31 | 89% |
| Sophomores | 47 | 25 | 53% |
| LPN Bridge Students | 18 | 14 | 78% |
| Totals | 100 | 70 | 70% |

In addition, in May of 2000, as part of the research to support the College's application to the Florida Board of Nursing for approval of its A.D.N. program, the college surveyed a total of 1,612 RNs in the service area. Of the respondents, over 300 indicated an interest in upgrading their education from the A.D.N. to the B.S.N. and higher levels. (See Attachment B.)

Workforce Demand

The supply-demand gap for nurses at the national, state and local levels is tantamount to a household fact. The Florida Hospital Association's October 2002 study entitled "FHA Study on Nurse Staffing Issues in Florida" (FHA Study) projects that by the year 2020, the demand for nurses will exceed the supply by 33% and 29% in Florida and the nation respectively. The same study cites that while the supply of nurses in Florida remains relatively constant, the demand for nursing services has mushroomed. The answers are obvious – recruit nurses from out-of-state and/or create new programs to prepare quality nurses.

Local Employment Demand

Any examination of regional demand for nurses begins with a review of the labor statistics from the Florida Office of Workforce Innovation. However, the data from that source (summarized in Table 1.2) is clearly incomplete when data direct from local employers and the more recent information in the FHA Study are factored in.

Table 1.2
Florida Jobs By Occupation
Regions One and Two
Escambia, Santa Rosa, Okaloosa and Walton Counties

(Source: Florida Agency for Workforce Innovation, Office of Workforce Information Services, Labor Market Statistics, www.labormarketinfo.com/lmi_lib.htm, October, 2002)

| Occupation | | Openings from Attrition | Openings from Growth | Average Annual Openings 2001-09 |
|------------|-------------------------------|-------------------------|----------------------|---------------------------------|
| OES Code | Title | | | |
| 32502 | Region One --Registered Nurse | 18 | 35 | 53 |
| 32502 | Region Two – Registered Nurse | 77 | 46 | 123 |
| | Total Regions One and Two | 95 | 81 | 176 |

(Note: Region One and Two data are both presented, as there is a history of a significant proportion of Region Two health care professionals seeking and obtaining employment in both regions. Indeed, this circumstance was one of the factors cited by OWCC in its application to the Florida Board of Nursing for accreditation of the College's new A.D.N. program.)

As of October 2002, the Florida Hospital Association cites a vacancy rate in Okaloosa and Walton Counties (State Region 2) of 14.3%, which is greater than the overall state rate of 12.5%. In addition, the same study cites a nursing position turnover rate for the Panhandle of 23.2%, again above the state average of 18.6%. Perhaps the most telling evidence in support of local demand is a review of nursing position vacancies at the three largest health care employers in Okaloosa County. For example, as of the December 17, 2002, Internet postings, there are a combined total of 48 full-time and six part-time nursing vacancies at the Fort Walton Beach Medical Center, the North Okaloosa Medical Center and the Twin Cities Hospital. (See Attachment C.) Assuming this is a typical job listing period, this data projects a demand well above the average 53 annual openings indicated in the labor market statistics available from the Florida Office of Workforce Innovation.

The final component in testimony of local need for this program is the compelling request letter from the Fort Walton Beach Medical Center, (see Attachment D), in which Chief Executive Officer, Wayne Campbell, confirms the local need for such a program and pledges support for its implementation.

Statewide Employment Demand

Like the rest of the nation, Florida faces a critical shortage of nurses now and in the foreseeable future. Labor market statistics from the Florida Office of Workforce Information provide a shorthand picture of the situation.

Table 1.3
Florida Jobs By Occupation
Statewide

(Source: Florida Agency for Workforce Innovation, Office of Workforce Information Services, Labor Market Statistics, www.labormarketinfo.com/lmi_lib.htm, October, 2002)

| Occupation | | Openings from Attrition | Openings from Growth | Average Annual Openings 2001-09 |
|------------|------------------|-------------------------|----------------------|---------------------------------|
| OES Code | Title | | | |
| 32502 | Registered Nurse | 1,962 | 3,709 | 5,671 |

When supplemented with the comprehensive information available in the October 2002 Florida Hospital Association Study, “FHA Staffing Issues in Florida”, the statewide demand for nurses grows more compelling. In the month of February alone, this study estimates there were 8,660 vacant RN positions in Florida and almost half of the hospitals surveyed indicated taking longer than 90 days to fill an open position. By the year 2020, estimates suggest 185,000 nurses will be needed in Florida, but only 124,000 will be available – a 33% undersupply. The supply-demand gap for nurses at the state level is clearly a significant workforce issue.

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| MISSION AND GOALS |
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Using the information from the needs assessment, OWCC formulated more specific goals and objectives in proposing the B.S.N. program. Specifically, the College determined a Bachelor of Science in Nursing, structured in a career-ladder format, to be among the most immediately viable curricula for the region. Accordingly, the College proceeded with a fourfold mission.

- Capitalize on the College’s existing academic resources, facilities and expertise to increase access to workforce-oriented baccalaureate level education in the Panhandle Region
- Meet the needs of local A.D.N. students and graduates who wish to pursue the B.S.N. Degree
- Meet the stated need of local health care providers for technically trained and experienced personnel who have the education necessary to serve in B.S.N. level positions in the health care setting; and
- Help fill Florida’s current and projected supply-demand gap that exists in the fast-growing field of nursing.

Guiding Objectives

1. Develop/implement a cost-effective four-year degree program designed specifically for the Associate Degree Nurse (A.D.N.) to progress through the baccalaureate level;
2. Develop/implement a four-year degree program based on the A.A.S. to B.S.N. career-ladder concept;
3. Develop/implement a four-year degree program that will prepare licensed associate degree nurses and other and other qualifying students for positions requiring or preferring the B.S.N. degree; and
4. Develop/implement a four-year degree program that can be offered in a format that will accommodate the needs of A.D.N. students and health care employers in the state and the region.

CURRICULUM

Program Design and Content

Using the results of the needs assessment, and guided by the mission and goal statements, a small committee of faculty and staff developed a draft program for the B.S.N. degree. The draft program addresses skill/knowledge and course content, prerequisites, admissions and graduation requirements, scheduling issues and academic support services.

Throughout the curriculum development process, decisions were predicated on twelve significant considerations.

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| 1. Efficiency of the A.S. to B.S.N. career ladder approach | 2. Program content in comparable degrees statewide |
| 3. Guidance from the College's past expertise with technical and applied instruction – particularly in it's A.D.N. Program | 4. Florida's statutory requirements for the baccalaureate degree |
| 5. Course profiles in the Florida Statewide Common Course Numbering System (SCNS) | 6. Input from local employers regarding the skills and knowledge desired of baccalaureate level nurses |
| 7. Appropriate mix of upper and lower division coursework | 8. Suggestions from qualified faculty teaching in the field |
| 9. Student articulation rights | 10. Student time to degree concerns |
| 11. Florida Board of Nursing Accreditation Standards | 12. Appropriate mix of theory and clinical/practicum contact hours |

The skill and course content for this program was developed after evaluating similar A.D.N. to B.S.N. programs elsewhere in Florida and the Southeast. After a follow-up

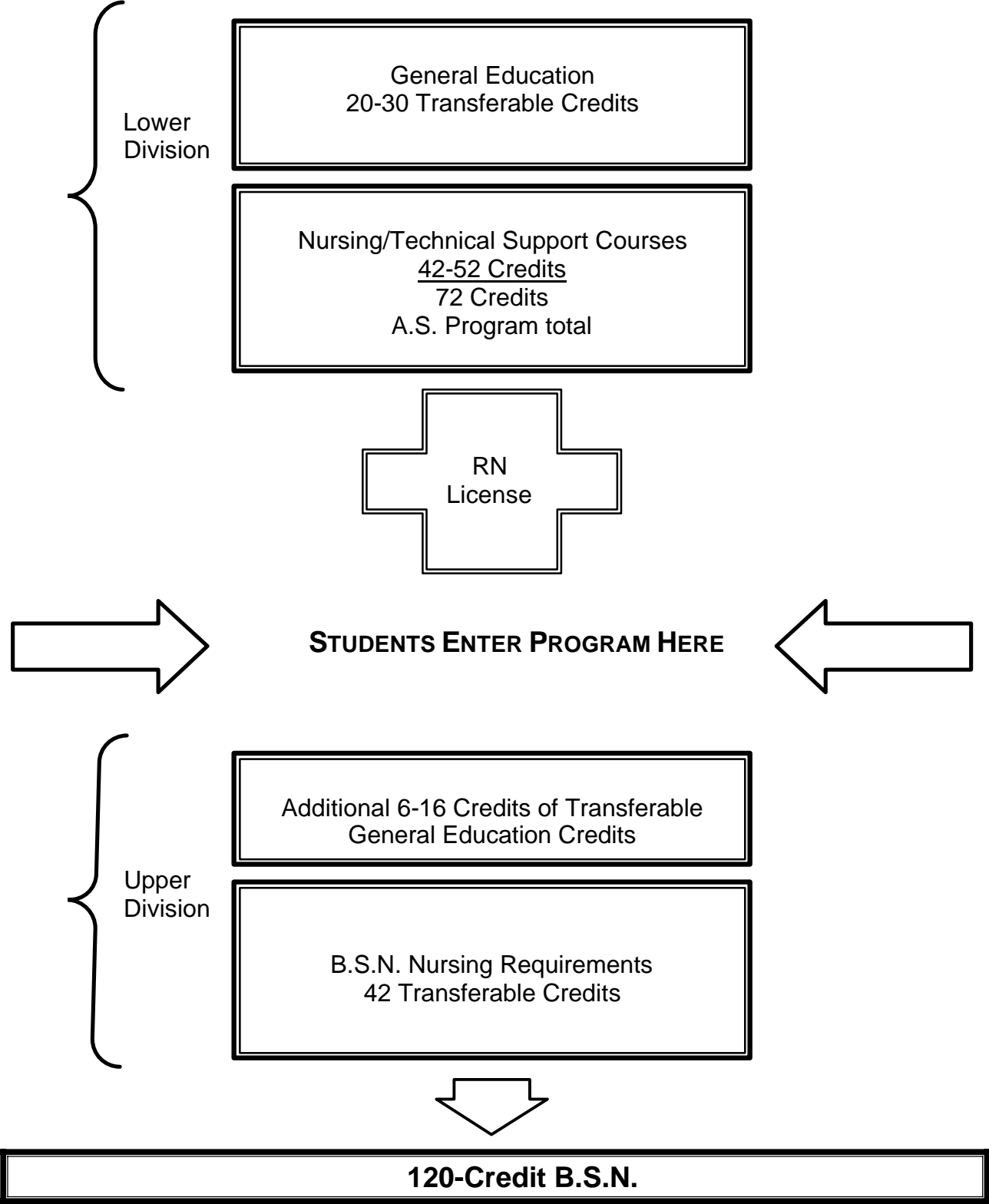
review of the October 2002 FHA Study with respect to RN vacancy and turnover rates by nursing specialty area, the original curriculum was refined slightly to include a special focus on the skills associated with nursing duties in the critical care and stepdown and telemetry functions. Both of these areas have been identified statewide as “severe shortage areas”, with 52% and 55% of hospitals ranking stepdown and telemetry and adult critical care as severe shortages respectively. In addition, nursing vacancies in these two functional areas typically require the longest time and most effort to fill.

The resulting degree plan complies with Florida’s A.S. to B.S. in Nursing, with curricular focus on “critical bedside thinking skills”, as suggested by local nursing directors. Students will enter the program with an associate degree and a current RN license, adding additional general education credits, as appropriate, then move into upper-division coursework in the nursing field. At the upper division level, students will complete a common core of 42 credits, 9 of which are in the practicum or clinical format.

Upon approval of this degree option, the full draft curriculum will be given the usual rigorous review by the College Curriculum Committee and individual courses will be submitted to SCNS for final assignment of course numbers.

Figure 1.1 on the following page presents a comprehensive picture of the B.S.N. Curriculum.

**Figure 1.1
Bachelor of Science in Nursing
Curriculum Structure**



Prerequisites

Using Florida's *FACTS* system, the development group reviewed existing baccalaureate programs in the state to determine appropriate prerequisites for an A.S. to B.S.N. program. The group also reviewed similar programs in the Southeast and as a result, set the basic prerequisite for entry to the B.S.N. as the completion of the associate degree in nursing with at least fifteen hours of transferable general education, a minimum 2.0 cumulative GPA (on a 4.0 scale) in all postsecondary coursework and a current Florida RN license. (See Attachment F.)

It was noted that although the current Florida A.S. general education requirements stipulate 15-18 transferable credits, the typical A.D.N. program is 72 hours in length, including 20-30 hours of transferable general education. Accordingly, the general degree plan assumes this background of entering students. Depending on their backgrounds, some students may need additional general education or foreign language credits to complete the degree requirements.

Standards of the Field

Standards of the field of nursing are clearly delineated by the Florida Board of Nursing and the American Nurses Association. The former promulgates a comprehensive set of standards for the teaching and evaluation of nursing skills in the state of Florida. Those standards are designed to prepare students for licensure exams in the field. The latter establishes nationwide standards for clinical practice. The proposed B.S.N. curriculum will meet or exceed all applicable standards established by these bodies. Outside verification of such will occur via the program accreditation application process with the Florida Board of Nursing.

Instructional Delivery and Scheduling

As the primary audience for this program will be individuals with valid Florida RN licensure, the assumption is that the vast majority will be working full or part-time while attending the program. Flexible scheduling and a reasonable proportion of non-traditional delivery formats will be crucial for student retention and success. Accordingly, the curriculum development group suggested flexible scheduling to include day, evening, twilight and weekend classes in a combination of eight-week, sixteen-week and self-paced sessions. Appropriate department faculty will determine whether course content lends itself to self-paced and or concentrated classes. The group also suggested coursework be structured in a variety of delivery formats to approximate the following distribution.

Table 1.4
B.S.N. Curriculum Delivery Methods

| Coursework | Delivery Format | Percent of Curriculum |
|--|------------------------------------|------------------------------|
| Junior (3000 level) Theory | Traditional Classroom | 40% |
| | Distance Learning | 60% |
| Junior (3000 level) Labs | Traditional Classroom | 80% |
| | Distance Learning (Simulations) | 20% |
| Junior (3000 level) Clinical/Practicum | Traditional Classroom | 100% |
| | Distance Learning | |
| Senior (4000 Level) Theory | Traditional Classroom | 30% |
| | Distance Learning | 70% |
| Senior (4000 Level) Labs | Traditional Classroom | 80% |
| | Distance Learning (Simulations) | 20% |
| Senior (4000 Level) Clinical/Practicum | Traditional Classroom | 100% |
| | Distance Learning | |

Academic Support Services and Library Resources

The curriculum planning group identified two key areas of academic support needed to ensure program quality and to promote student retention and success: 1) library resources and 2) tutorial/learning support services. The former will be essential to the Southern Association of Schools and Colleges (SACS) substantive change process as well as to program support. The latter will be especially important to assist the target population in transition from the approaches needed to succeed in the skill-based, hands-on technical instruction common to the A.S. degree programs to the often more theoretical components of transferable general education and upper-division major coursework.

Library (LRC) Resources

Although the existing College holdings in the health sciences area are adequate for the foundation/survey courses of a lower-division A.D.N. program, additional periodicals, references, research documents, and electronic databases will be required to sustain an upper-division degree program and meet Florida Board of Nursing requirements. Access to the baccalaureate-level library on the Fort Walton Beach Campus (a joint facility with UWF) and the College's membership in the Panhandle Library Area Network (PLAN) will mitigate this somewhat – certainly enough to sustain a workable transition period as the new degree is first implemented. However, with full

implementation, additional information resources particular to an upper division nursing curriculum will be required.

Accordingly, the planning group recommends that upon approval, an ad hoc faculty committee, working with the LRC staff, prepare a collection development plan specific to the new curriculum. The development process should involve a survey of local health care providers and hospitals regarding preferred information sources, input from program faculty on research and reference needs, consultation with the Florida Board of Nursing and review of typical holdings and reserve materials at other regional institutions offering the B.S.N.

Tutorial and Learning Support Services

As OWCC students, enrollees in the B.S.N. program will enjoy access to the existing wide range of support services, including the Academic Success Center, Math Labs, and various open computer labs, as well as health sciences materials acquired to support the College's existing A.D.N. program. The College projects that implementation of this program will precipitate a relatively incidental impact on these functions and thus anticipates absorbing such with current resources. For example, the College's online inventory of tutorial resources, Academic Success Keys (ASK) can easily be expanded to include learning aids in the new degree field. However, the group recommends tracking B.S.N. use of these services separately for the first two years to assess any unanticipated impact; particular attention should be paid to any need for tutors with special subject area expertise, as well as to student and faculty requests for additional subject area review materials (videos, software, etc.)

STUDENT SERVICES

Consideration of five main student services aspects of the proposed B.S.N. program, 1) recruitment, 2) orientation, 3) financial aid, 4) advising and 5) registration and fee payment, was addressed by a small planning group of administrators and enrollment services staff. The group began with a projection of program enrollments and then completed a short assessment of the current manual and automated processes in the enrollment services area. With the caveat that the additional detailed operation procedures will be finalized upon approval of the proposed program, the group developed the following preliminary plan.

Enrollment Projections

After reviewing student surveys, local labor statistics, graduation patterns in related programs at neighboring colleges and universities, and enrollment trends at OWCC, the planning committee considered class size and various capacity issues

to develop the following five-year enrollment projections. In addition, the challenges in recruiting qualified faculty members for a B.S.N. program were factored in and realistic enrollment projections were set which will permit an annual class of 24 students, and an annual first- and second-year enrollment of 48. The planning team also recommended evaluation of program size with an eye to expansion at the end of the five-year period. Using the both the college's associate degree success rates and the state and national completion rates for A.D.N. programs, the estimated graduation rate was set at 75%.

**Table 1.5
B.S.N. Five-Year Class and Enrollment Projections**

| 2004-05 | | 2005-06 | | 2006-07 | | 2007-08 | | 2008-09 | |
|----------|-----------|--|-----------|-------------------------------------|-----------|-------------------------------------|-----------|-------------------------------------|-----------|
| | | Assumes 70% graduation rate from second year class in each group | | | | | | | |
| Enrolled | Graduates | Enrolled | Graduates | Enrolled | Graduates | Enrolled | Graduates | Enrolled | Graduates |
| | | 24 returning 24 <u>new</u> | | 24 returning 24 <u>new</u> | | 24 returning 24 <u>new</u> | | 24 returning 24 <u>new</u> | |
| 24 Total | N/A | 48 Total | 18 | 48 Total | 18 | 48 Total | 18 | 48 Total | 18 |

Recruitment

The College's existing comprehensive recruitment plan will be expanded to incorporate the new degree program. To that end, additional specialized recruiting efforts will be employed to build community awareness and encourage program enrollment.

Key Information and Recruiting Strategies

Initial Strategies

- Local/regional press conference(s) to announce the program (joint with local health care providers)
- Special edition(s) of "OWCC Outlook" (a monthly television production appearing on the Cox Cable Public Access Channel); topics will include interviews with administrators, testimonials from local hospitals, profiles of students and teachers, etc.
- Interviews/announcements on local radio stations
- Newspaper announcements in all local press and hospital newsletters
- Public Service Announcements
- Student information sessions on campus

Ongoing Strategies

- Periodic edition(s) of "OWCC Outlook" (a monthly television production appearing on the Cox Cable Public Access Channel); topics will include interviews with graduates and current students, employers, etc.
- Ads in all local private press and hospital newsletters
- Billboard ads
- Public Service announcements
- Booths at local career fairs and college nights
- Student information sessions on campus and at other appropriate sites (hospitals and other health care facilities)
- Special web site with links to

- and at other appropriate sites (hospitals and other health care facilities)
- Designated web site with links to complementary educational and career information
- Special logo/icon on college web site
- Program informational brochure
- Personal mailings to recent A.D.N.
- Presentations to local civic and economic development groups
- complementary educational and career information
- Program informational brochure
- Personal mailings to recent A.D.N. graduates
- Presentations to local civic and economic development groups
- Program information and registration information in the College's online and hard copy *Schedule of Classes* each term
- Program information, admission procedures, course listings and graduation requirements in the College's online and hard copy *College Catalog and Student Handbook* each year

Student Orientation

Orientation services will be offered both online and in person. The College currently requires all degree-seeking students to participate in a college orientation and will do so for the B.S.N. degree seekers as well. The current two-track program (one for first-time-in-college students, the other for returning students) will be expanded to include a third track for the new four-year degree students. The existing orientation program, which is free of charge and easily accessible year-round, includes information on admissions, registration, financial aid, time management, college support services, tutorial services, student activities, and other college-related issues. Questions may be submitted to appropriate college personnel via e-mail. All information in the new upper division student track will be customized to address baccalaureate-level issues.

In-person orientations, conducted in small groups and one-on-one by advance appointment, include a PowerPoint presentation of the same material as the online orientation but provide for instant feedback on student questions. The current orientation for the two-year student, available online through the OWCC web site by clicking on "New Student Info" at www.owcc.edu and selecting the "Orientation for New Students" option, will serve as the model for the baccalaureate orientation.

Financial Aid

As a comprehensive public community college, OWCC has resident expertise in the standard forms of state and federal need-based financial aid, as well as with specialized state programs such as the Florida Prepaid Tuition Program and The Bright Futures Scholarship Program. These programs are currently managed through a fully automated registration and financial aid system capable of accommodating additional aid packages that may be unique to upper division studies. This sophisticated software system is already in use at other four-year institutions and will be adapted to address baccalaureate needs.

In addition, the OWCC Foundation has a comprehensive scholarship program, including the successful Burke Scholars, a program that currently provides financial assistance to recipients for all four years of a baccalaureate program. The College will also use its

considerable expertise in securing scholarships from private donors to expand opportunities for students in the proposed program. Past success in this area is well documented by the College's development of eight endowed nursing scholarships in just three years.

Advising

Student advising will be offered through a threefold approach using both state and local resources. As individuals designated to provide advising services will also be familiar with the overall OWCC curricula and services, transition from the two-year program and/or program planning from the four-year perspective will be greatly simplified for the student. Specific concerns such as time to degree will be minimized. Each student will be provided an opportunity to develop a customized program of study with course selection and timing designed to meet individual student needs.

Small Group Advising

Small group orientation and advising sessions will be offered to incoming students. The sessions presented by student services advisors and program staff will cover career overviews, program requirements, schedule planning, instructional policies, graduation requirements and related issues. Sessions will be held at the various OWCC locations as appropriate for the student population. Students will also receive copies of all appropriate publications (program brochures, catalog, etc.), as well as instructions for accessing electronic advising and program support materials.

Faculty/Staff Advisors

Program faculty/administrators, augmented as needed by enrollment services staff members, will serve as ongoing student advisors. Each faculty member will work with a designated group of students in small groups with individual appointments as needed to ensure good curricular choices, provide academic support, and improve student retention. Students will also have access to the College's existing academic support services (the Academic Success Center, the Women's Educational Resource Center and the Math Lab), all of which will be expanded as needed to serve the students. The College's Student JOBS Center will provide career counseling and placement services.

Online Advising Resources

Students and staff will use Florida's online advising system, *FACTS*, and the college's online enrollment services system, "RaiderNET", to track progress and guide course and program choices. The OWCC web site currently includes links to both resources, and the proposed program web site will also prominently display such links.

Registration and Fee Payment

As a charter member of the Florida Community College Software Consortium, the College currently employs state-of-the-art, custom software to manage student records, and to process registrations and fee payments. These automated applications are capable of including upper division enrollment services functions such as transcripts, fee schedules and payment processes; upper division transactions and records may even be segregated from other college enrolment transactions. Indeed, Louisiana State University of Shreveport, which offers four-year and graduate degrees, provides testimony to this capability, as that institution is now using this software application to provide its enrollment services and fee payment functions.

B.S.N. students will also have access to the college's online web-based program for enrollment services ("RaiderNET") for registration, fee payment (via credit card) grades, transcript requests, and related services. Comparable in-person services will be available at any OWCC location.

FACILITIES

The administrative group reviewing the program's facility needs quickly determined that between College locations and the commitment of the Fort Walton Beach Medical Center, sufficient facilities exist to support the proposed program. In May of 2004, the College anticipates opening its new health science facilities in the renovated "E Building on the Niceville Campus. The space has been specifically designed to meet the needs of the new OWCC A.D.N. program, initiated in the fall of 2002. Although that program is fully subscribed and will make maximum use of the new facilities, the flexible scheduling and non-traditional format of the proposed B.S.N. program will permit use of the facility for the baccalaureate program as well. Indeed, adding the B.S.N. curriculum makes for more efficient use of a highly specialized instructional facility, as the very times the B.S.N. students will likely need classrooms and labs will be normal "down times" for the A.D.N. Program.

In addition, the Fort Walton Beach Medical Center, current home to the College's A.D.N. program, has extended its facility commitment to OWCC nursing education by pledging space to house B.S.N. instruction on site for selected clinical and didactic instruction.

FACULTY AND STAFF

Faculty

With the goal of establishing instructional staffing needs for the proposed program, the small administrative planning team reviewed current OWCC faculty members and their

qualifications. The review determined that within the existing A.D.N. program, the College already enjoys a highly qualified pool of faculty members.

However, after considering projected program enrollments, anticipated class size, clinical ratios, workloads of existing faculty members and a preliminary break-even analysis of direct instructional costs, the group determined that two additional full-time, faculty members would be needed for the program. The new faculty members, one of whom will be qualified at the doctoral level will assume the lead role in program instruction, curriculum development, and academic advising, mirroring the workload and job duties of existing College faculty. One new faculty member would be hired the first year and a second added in year two.

Per SACS requirements, at least 25% of the program instruction at the upper division level will be provided by faculty members with doctorates in the field. Additional instruction will be provided by qualified faculty already teaching at the College and newly recruited associate (part-time) faculty members. Fortunately, the College enjoys an excellent relationship with the local health care community—especially the Fort Walton Beach Medical Center—and has been able to coordinate the use of qualified hospital professionals as associate instructors for the A.D.N. program. Indeed, through a cooperative agreement, the Medical Center currently provides funding for seven part-time instructors and assists in recruiting potential part-time faculty members.

Table 1.6

**Projected B.S.N. Program Faculty by Education Level:
New Hires Plus Existing Pool of Available Instructors After Full Implementation**

(Note: The full-time category includes only instructors associated full-time with the B.S.N. program; the part-time category includes both adjunct instructors and full-time OWCC instructors available for part-time assignment in the B.S.N. program.)

| Education Level | Full-time | Part-time | Total |
|--|------------------|------------------|--------------|
| Doctorate in field | 1 (new) | | 1 |
| Doctorate in any field; master's in field | | 1 | 1 |
| Master's or Master's +30 graduate credits in field | 1 (new) | 16 | 17 |
| Totals | | 17 | 19 |

Recruitment of the new faculty members will begin immediately upon approval of the program, but ideally in time to take advantage of the traditional faculty search period during the spring of the year. The first full-time faculty member for the program will be hired to support the first two years of the program, working in concert with current OWCC faculty, newly recruited part-time faculty and practitioners associated with the Fort Walton Beach Medical Center. The second full-time faculty member will be hired to support the program beginning with the second year, when two full classes of students (48) are projected for participation.

Support Staff

Given the projected enrollment, the nature of the degree subject area and OWCC's existing services, the planning group recommended only minimal increases in support staffing. The majority of the support staff impact is generated by activities associated with Florida Board of Nursing accreditation processes and the new upper-division curriculum; however, the group was mindful of the incidental impact of increased enrollments in lower-division general education courses, as students pursue the additional general education credits needed to meet the thirty-six hour requirement.

Two areas are projected for impact, both of which would be supported through part-time hourly employees until and unless increased levels are justified: 1) part-time office assistant to support program faculty and help offset additional load on the current instructional area and 2) increased part-time clerical support in enrollment services during peak admissions and registration times.

FINANCIAL SUPPORT (BUDGET)

With fiscal prudence and limited state resources as paramount considerations, the administrative planning group constructed a working budget based upon the cost efficient community college system and significant community support from local health care providers. Using the most recent state cost analysis report and the OWCC 2002-03 Budget as the primary resources, the group determined the following funding information and financial planning recommendations.

Revenues

The proposed program will be supported by student tuition and state revenue, in a proportion comparable to that currently applicable to students enrolled in lower division health sciences postsecondary vocational instruction (ICS Code 1.23.01) in the community college system. Student fees will include tuition at the same level as that charged for comparable lower division courses at OWCC and appropriate lab fees for consumable program related supplies. Lab fees were determined by reviewing the special consumable charges associated with comparable clinical and lab courses in the College's A.D.N. program.

Using the standard community college FTE calculation and assuming two-thirds of the enrollments would be full-time and one-third would be part-time, the group determined the following tuition projections. In an effort to remain conservative, the projection includes an annual tuition increase of 3%.

Table 1.7
Projected Revenue Sources

| | | | | | |
|---|---|-----------------------|-----------------------|-----------------------|-----------------------|
| State Funding (Estimate for Benchmark) | 2000-01 Community College System Cost Analysis System-wide Average Cost for ICS Coe 1.15.05 \$7,835 per FTE | | | | |
| Student Tuition (Estimated) | Base Tuition Rate = OWCC 2002-03 Florida Resident Student Matriculation \$42.43 per Semester Credit Hour | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| | \$42.43 Per credit | \$43.70 Per credit | \$45.01 Per credit | \$46.36 Per credit | \$47.76 Per credit |
| | \$1,273 Per year | \$1,311 Per year | \$1,350 Per year | \$1,391 Per year | \$1,433 Per year |

Table 1.8
Five-Year Student Fee Projection

| B.S.N. Five Year Revenue Projections | | | | | |
|---|-----------------|-----------------|-------------------|------------------|------------------|
| | Year One | Year Two | Year Three | Year Four | Year Five |
| Student Tuition | \$25,510 | \$52,545 | \$54,108 | \$55,711 | \$57,435 |
| Lab Fees | \$4,920 | \$10,332 | \$10,847 | \$11,174 | \$11,510 |
| Total | \$30,430 | \$62,877 | \$64,955 | \$66,885 | \$68,945 |

Expenses

The administrative group used several factors to project costs, including typical expenses in the OWCC Department of Nursing and past experience with program start-up. Instructional salaries and other locally controlled items were estimated using current OWCC rates as defined in the 2002-03 College Budget. In addition, the estimating process recognized that staffing costs would increase somewhat as enrollment grows over the five-year period, while certain start-up expenses such as faculty computers and data processing upgrades would decrease; these two factors tend to balance each other over the period.

The initial expense estimates were then grouped for presentation on the C.E.P.R.I. funding worksheet (Attachment A) according to the following definitions.

Table 1.9
Program Expense Categories

| C.E.P.R.I. BUDGET CATEGORIES | COLLEGE EXPENSE CATEGORIES |
|-------------------------------------|--|
| Faculty | |
| Faculty -- Full-time | Full-time faculty salary and benefits for nine month contracts plus cost of supplemental summer contracts |
| Faculty – Adjunct | Part-time faculty compensation and benefits |
| Operating Expenses | |
| Academic Administration | Clerical support staff |
| Materials/Supplies | Computer lab, classroom and office supplies, copying and printing, publications, educational materials, records and registration supplies, forms, postage etc. |
| Travel | In-district travel between instructional sites, in-state/out-of-state conference and professional development travel |
| Communications/Technology | Telephone and internet charges, software; additional electronic databases for LRC reference |
| Student Services Support | Admissions, records and registration support staff – minor increase in hours for peak time student services (compensation and benefits for hourly staff) |
| Other | State accreditation processes (Florida Board of Nursing) |
| Professional Services | Programming assistance for minor data processing revisions in start-up year |
| Capital Outlay | |
| Equipment | First year computer stations for new faculty members; library materials; minor clinical support equipment |
| Facility Construction/Renovation | <i>N/A -- No costs are anticipated in this area</i> |

Using the budget efficiencies and expense patterns of OWCC as a benchmark to check the appropriate proportions of expenditures by category (e.g. personnel, supplies, equipment, etc.) generated the expense projections in 1.10.

**Table 1.10
Five-Year Expense Projections**

| B.S.N. Five Year Expense Projections | | | | | |
|---|------------------|------------------|-------------------|------------------|------------------|
| | Year One | Year Two | Year Three | Year Four | Year Five |
| Faculty | \$84,698 | \$174,910 | \$179,312 | \$183,740 | \$186,647 |
| Operating | \$41,773 | \$49,750 | \$54,600 | \$55,000 | \$57,326 |
| Capital | \$25,150 | \$15,150 | \$8,200 | \$8,200 | \$8,200 |
| Total | \$151,621 | \$239,810 | \$242,112 | \$246,940 | \$252,173 |

Start-up and Continuation Issues

The administrative group prepared the *pro forma* funding worksheet in Attachment A under the following premises:

- a) Student fees will cover the direct cost of instruction (“classroom” salaries);
- b) Lab fees will cover the cost of specialized consumable supplies associated with clinical/practicum and lab courses
- c) No facilities or renovation costs would be incurred;
- d) Existing administrative services infrastructure (payroll, security, human resources, plant and grounds, etc.) could absorb any additional program support demands;
- e) Student tuition will not fund the full cost of the program, but to be sure that total program expense projections were reasonable, those totals were compared each year to a surrogate funding figure that would approximate program tuition plus an appropriate state contribution. That figure was estimated using the community college system average cost per FTE in the postsecondary vocational health sciences category (ICS Code 1.23.01). (In an effort to remain conservative, the cost per FTE was kept constant across the projection period.) Multiplying this figure times the projected FTE gives the following five year benchmarks, all of which are greater than projected program costs:

| <u>Year One</u> | <u>Year Two</u> | <u>Year Three</u> | <u>Year Four</u> | <u>Year Five</u> |
|-----------------|-----------------|-------------------|------------------|------------------|
| \$157,013 | \$314,027 | \$314,027 | \$314,027 | \$314,027 |

- f) State support (regular FTE-generated, performance-based and/or formula-based support through the normal state education budget process) would begin flowing to the institution after the first year of operation and provide financial support for continuing program related costs such as library support, curriculum development and evaluation, program management, faculty responsibilities outside the classroom (remaining portion of full-time faculty salary expense beyond direct instruction), records and reporting, etc.; and

- g) As program enrollments grow, the higher capital outlay and materials start-up costs appearing in the early years would decrease to be offset by increased staffing (faculty) costs in the later years

Those assumptions, which should hold through the life of the program, are essential in analysis of program start-up and continuation. As indicated, once state level support commences, the program becomes “self-sustaining”, provided enrollments are stable.

The one open financial issue is start-up cost. Although existing college resources – both human and financial – can provide some start-up support, an additional non-recurring infusion of funds would be needed to support the level of quality OWCC is accustomed to providing in the initiation of new programs. Ideally, a non-recurring start-up grant available for the twelve-eighteen month period prior to the first student enrollments would address this need.

Model Start-up Grant

| | |
|--|-----------------|
| Faculty Salaries (Advance hire of positions to coordinate final program development and implementation) | \$84,734 |
| Part-time Clerical Support | \$15,273 |
| Library/Reference Acquisitions | \$6,200 |
| Professional Services (Data processing for minor programming revisions to the student system) | \$7,500 |
| Materials, Supplies, Copying and Printing | \$13,843 |
| Travel | \$3,500 |
| Capital Outlay (Faculty computer stations, laptop, etc.) | <u>\$18,950</u> |
| Total | \$150,000 |

An alternative to a state-funded start-up grant of this size would be a smaller grant used in combination with private support through local business partnerships and the OWCC Foundation. Although significantly more challenging, a third alternative with a start-up effort dependent on existing college resources and significant support from private sources could be feasible. To be viable, this last alternative would necessitate a “transitional” start-up, with certain items such as library acquisitions phased-in and no advance hiring of faculty.

ADMINISTRATIVE SERVICES

The administrative planning team reviewed the existing administrative services areas including the plant and grounds, maintenance, human resources, financial services, and information technology functions. After consultation with key staff, it was determined that the College's existing infrastructure could support this new degree program.

Special attention was given to assessment of the Information Technology Department with respect to network services, services, software capacity, technical support, communications (telephone and e-mail), mainframe capacity and related issues. As a charter member of the Florida Community College Software Consortium, the College currently employs state-of-the-art, custom software to manage business applications and student records, as well as to process registrations, financial aid and fee payments. These automated applications are capable of including upper division enrollment services functions such as transcripts, fee schedules and payment processes; upper division transactions and records may even be segregated from other college enrolment transactions. Indeed, Louisiana State University of Shreveport, which offers four-year and graduate degrees, provides testimony to this capability, as that institution is now using this software application to provide its enrollment services and fee payment functions. However, as a conservative planning strategy, the group noted that it was still possible that a minor one-time programming effort may be needed to refine the College's business and enrollment services software to incorporate baccalaureate level data elements.

IMPLEMENTATION

The College's successful history in program start-up, evidenced by the recent charter high school and registered nursing initiatives, will minimize the usual stress associated with implementation of a program of this importance. Functional area work groups, appointed by the President, will translate the preliminary planning outlined in this proposal to detailed processes and procedures, working along a twelve to eighteen month timeline approximated in the Development Implementation Timeline presented on page 27 as part of the "Accreditation" section which follows, (Note that this timeline assumes program approval by the Florida State Board of Education is received by May 2003; if not, dates may be adjusted accordingly.)

ACCREDITATION

The B.S.N. program will require attention to accreditation on two fronts, one through the Commission on Colleges of the Southern Association of Colleges and Schools

(SACS) and another through the Florida Board of Nursing. Although the College has considered National League for Nursing (NLN) accreditation for both its A.D.N. and the new B.S.N. programs, final decision to pursue such has been deferred. A review of existing Florida nursing programs indicates approximately one-half have not acquired such accreditation and current industry standards indicate that graduation from a state approved program is sufficient for licensure, employment and professional mobility. Although NLN accreditation may bring slightly more prestige to the program, the additional financial and human resources necessary to pursue this additional accreditation are prohibitive at this time. Accordingly the planning group recommends deferral of any NLN accreditation activities.

SACS Commission on Colleges

Approval to offer a new degree level will constitute a substantive change to OWCC's mission and will, as a result, require approval from the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). As this is a significant undertaking, the college created a specific substantive change/accreditation sub-plan. The plan is designed to meet the timeline established by SACS for the substantive change process, but subject to change pending the program approval process through the Florida State Board of Education.

- *May 2003:* OWCC's President will provide written notification of the change to the Executive Director of the Commission on Colleges. Upon notification, the Executive Director, or the designated staff member, will contact OWCC regarding specific procedures for review of the substantive change.
- *February 2004:* OWCC will submit a substantive change prospectus. The prospectus will include the following information regarding the change:
 - A description and rationale for the change, including an assessment of need.
 - Documentation of the legal authority for the change, if authorization is required by the governing board or the state.
 - Timetable for the implementation of the change.
 - Description of any new degree program(s) that will result from the change, including admission requirements or procedures, instruction, curriculum, and graduation requirements.
 - Identification of financial resources required to support the change.
 - A description of short-term and long-term plans regarding the change and the effects of the change on the student population, the faculty, and the institution's programs, services, and operations.
- *March 2004:* The Executive Director of the Commission on Colleges will refer the prospectus to the Committee on Criteria and Reports; the Committee will review the prospectus and any additional material submitted and will authorize a Substantive Change Committee. The Committee will be charged with determining whether OWCC is in continued compliance with the *Criteria for*

Accreditation. In preparation for this visit, OWCC will update the substantive change prospectus and provide a complete roster of faculty who are teaching in the new program.

- *April 2004:* The Substantive Change Committee will conduct its visit to OWCC. The report of the Substantive Change Committee, together with the response of OWCC to any recommendations contained in that report, will be reviewed by the Committee on Criteria and Reports. The Committee on Criteria and Reports will take the appropriate action.

Florida Board of Nursing

The plan to address accreditation by the Florida Board of Nursing (FBN) is patterned after that followed by the College in preparation for the successful A.D.N. application submittal. It accommodates the bi-monthly FBN meeting schedule and advance review deadlines and is coordinated with the overall program development and the SACS substantive change preparations. (See the timeline presented on page 27.) The plan assumes program approval by the Florida State Board of Education by May 2003; however, the timeline is subject to change pending that review process.

May 2003: The President will appoint members of the application team and provide notification of the College's new program development to the Florida State Board of Nursing

June 2003: Team members will visit successful B.S.N. programs and consult with faculty and staff regarding their development and accreditation experiences. Tentative visit sites include The University of West Florida, St. Petersburg College, and Florida Gulf Coast University.

July 2003: Team members will meet with Florida Department of Education staff and/or Florida Board of Nursing staff regarding suggestions for refining program curriculum, staffing, equipment needs, and related issues in anticipation of application for accreditation.

July 2003:– December 2003: Team members will complete all accreditation preparation activities and develop written application package

January 2004: Team members will present overview of the accreditation application to the OWCC Board of Trustees

February 2004: College will submit application to the Florida Board of Nursing

February 2004-April 2004: Florida Board of Nursing will conduct site visit(s) as necessary and place application on April meeting agenda

April 2004: Florida Board of Nursing will review and act on the College's application, awarding provisional approval

September 2004—March 2005: Florida Board of Nursing will conduct follow-up site visits in anticipation of full approval

B.S.N. Program Development/Implementation and Accreditation Timeline

| 2002 | | | | | | 2003 | | | | | | | | | | | | 2004 | | | | | | | | | 2005 2006 | | | | | | | | | | | | |
|----------------------|-----|-----|-----|-----|-----|------------------------|-----|-----|-----|--|------|------|-----|------|-----|-----|-----|------|-----|-----|-----|-----|------|------|-----|------|--------------|--|--|--|--|--|--|--|--|--|--|--|--|
| July | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | July | Aug | Sept | June | | | | | | | | | | | | |
| Proposal Development | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | Curriculum Development | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | SACS Commission on Colleges Accreditation (Substantive Change) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | Florida Board of Nursing (FBN) Accreditation Application Development | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | | | | | | | | Program Inclusion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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OKALOOSA-WALTON COMMUNITY COLLEGE

BACHELOR OF SCIENCE IN NURSING

PROPOSAL

PART II

RESPONSE TO C.E.P.R.I. EVALUATION CRITERIA

Section I: Need

Is the need for the bachelor's program verified, and is it important enough to implement a major change to the K-20 system?

In an article entitled *The Nursing Shortage and the Role of Community Colleges* (Community College Press, 2002), Arthur Viterito and Carolyn Teich put the current nursing shortage in perspective with the following statement:

“According to the American Hospital Association (AHA), there are currently 126,000 vacancies for RNs in U.S. hospitals nationwide. This number amounts to one hospital-based RN vacancy for every 2,230 persons in the United States. Seventy-five percent of all hospital personnel vacancies are for nurses, and the AHA calls the nursing shortage ‘the most critical manpower problem facing hospitals across America.’ It is the underlying cause of hospital bed closures, cancellations of elective surgeries, and diversions of ambulances from emergency rooms. It threatens to affect every American needing medical care. The shortage of hospital-based RNs is greatest in the areas of critical care medicine and emergency services.”

The national problem is compounded in Florida, which is one of 28 states losing nurses. Florida's rate of loss is 17 nurses for every 100,000 people in the state. The critical undersupply of nurses in Florida is compounded by the state's rapid growth, which by 2010 will increase the need for nurses by 34,000. In fact, the undersupply of nurses in Florida has caused healthcare providers to begin *importing* nurses from as far away as the Philippines, Australia, South Africa, and Canada. For example, Shands Hospital in Jacksonville plans to import 48 nurses from the Philippines in March 2003, and the staffing firm PPR International plans to import 25 nurses in December 2002.

? ***Is the need for the baccalaureate program in an area of critical concern? Does a significant shortage of individuals with this degree level currently exist?***

Statewide Need

Like the rest of the nation, Florida faces a critical shortage of nurses now and in the foreseeable future. The demand for registered nurses outpaces the supply by far, and the problem is growing. Labor market statistics from the Florida Office of Workforce Information provide a shorthand picture of the situation.

Table 2.1
Florida Jobs By Occupation
Statewide

(Source: Florida Agency for Workforce Innovation, Office of Workforce Information Services, Labor Market Statistics, www.labormarketinfo.com/lmi_lib.htm, October, 2002)

| Occupation | | Openings from Attrition | Openings from Growth | Average Annual Openings 2001-09 |
|------------|------------------|-------------------------|----------------------|---------------------------------|
| OES Code | Title | | | |
| 32502 | Registered Nurse | 1,962 | 3,709 | 5,671 |

When supplemented with the comprehensive information available in the October 2002 Florida Hospital Association Study, “FHA Staffing Issues in Florida” (FHA Study), the statewide demand for nurses grows more compelling. In the month of February alone, this study estimates there were 8,660 vacant RN positions in Florida and almost half of the hospitals surveyed indicated taking longer than 90 days to fill an open position. By the year 2020, estimates suggest 185,000 nurses will be needed in Florida, but only 124,000 will be available – a 33% undersupply. The supply-demand gap for nurses at the state level is clearly a significant workforce issue.

The statewide need for nurses is compounded further by a critical shortage of nursing instructors. Florida averages 78 unfilled nursing instructor vacancies annually. This makes the demand for the proposed program even more critical since the B.S.N. degree is an essential step toward qualification for a nursing instructor.

Local Demand

Nursing is a critical concern in the College’s district as well. A review of the labor statistics from the Florida Office of Workforce Innovation provides a conservative picture of that demand. However, the data from that source (summarized in Table 2.2) is clearly incomplete when data direct from local employers and the more recent information in the FHA Study are factored in.

Table 2.2
Florida Jobs By Occupation
Regions One and Two
Escambia, Santa Rosa, Okaloosa and Walton Counties

(Source: Florida Agency for Workforce Innovation, Office of Workforce Information Services, Labor Market Statistics, www.labormarketinfo.com/lmi_lib.htm, October, 2002)

| Occupation | | Openings from Attrition | Openings from Growth | Average Annual Openings 2001-09 |
|------------|-------------------------------|-------------------------|----------------------|---------------------------------|
| OES Code | Title | | | |
| 32502 | Region One --Registered Nurse | 18 | 35 | 53 |
| 32502 | Region Two – Registered Nurse | 77 | 46 | 123 |
| | Total Regions One and Two | 95 | 81 | 176 |

(Note: Region One and Two data are both presented, as there is a history of a significant proportion of Region Two health care professionals seeking and obtaining employment in both regions. Indeed, this circumstance was one of the factors cited by OWCC in its application to the Florida Board of Nursing for accreditation of the College's new A.D.N. program.)

As of October 2002, the Florida Hospital Association cites a vacancy rate in Okaloosa and Walton Counties (State Region 2) of 14.3%, which is greater than the overall state rate of 12.5%. In addition, the same study cites a nursing position turnover rate for the Panhandle of 23.2%, again above the state average of 18.6%. Perhaps the most telling evidence in support of local demand is a review of nursing position vacancies at the three largest health care employers in Okaloosa County. For example, as of the December 17, 2002, Internet postings, there are a combined total of 48 full-time and six part-time nursing vacancies at the Fort Walton Beach Medical Center, the North Okaloosa Medical Center and the Twin Cities Hospital. (See Attachment C.) Assuming this is a typical job listing period, this data projects a demand well above the average 53 annual openings indicated in the labor market statistics available from the Florida Office of Workforce Innovation.

The final component in testimony of local need for this program is the compelling request letter from the Fort Walton Beach Medical Center, (see Attachment D), in which Chief Executive Officer, Wayne Campbell, confirms the local need for such a program and pledges support for its implementation.

? Will the proposed program contribute significantly to meeting workforce needs in the service region and, if appropriate, throughout the state?

This program will contribute significantly to meeting the need for baccalaureate level nurses in the College's service delivery area and will also contribute to meeting the broader need throughout the state. It is the capstone in the College's program for

increasing the number of registered nurses available by upgrading A.D.N.'s to B.S.N.'s. The program will allow the College to increase the number of B.S.N. personnel in its district by at least 18 individuals per year once it is fully implemented. This will not completely satisfy the projected need for the area, but it will make a significant contribution toward meeting the immediate need and will eventually reduce the local supply-demand gap considerably. At the end of five years, the program will be reviewed with an eye to expansion.

? ***Is the need driven by proven student demand? Estimate initial and projected program enrollments.***

This program proposal responds to a significant student demand. An October 2002 study by the Florida Hospital Association (available online at www.fha.org/productdetail.html?PRID=57) indicates that only 17% of current Associate Degree (A.D.N.) nurses proceed to the B.S.N. Degree, in part due to lack of access to baccalaureate level programs. Local student opinion suggests that a much higher proportion of individuals pursuing nursing education hold the baccalaureate as an educational goal. Between the fall of 2001 and the summer of 2002, the College surveyed 100 associate degree nurses enrolled in its A.D.N. program concerning their desire to complete the B.S.N. degree. The results appear in Table 2.3. If only one-half of the survey respondents eventually continued to the proposed degree program, that number more than validates the enrollment projection of an annual class with 24 participants.

Table 2.3
OWCC Students B.S.N. Survey Results

| | Number Surveyed | Number Desiring B.S.N. | Percent Desiring B.S.N. |
|---------------------|------------------------|-------------------------------|--------------------------------|
| Freshmen | 35 | 31 | 89% |
| Sophomores | 47 | 25 | 53% |
| LPN Bridge Students | 18 | 14 | 78% |
| Totals | 100 | 70 | 70% |

In addition, in May of 2000, as part of the research to support the College's application to the Florida Board of Nursing for approval of its A.D.N. program, the college surveyed a total of 1,612 RNs in the service area. Of the respondents, over 300 indicated an interest in upgrading their education from the RN to the B.S.N. and higher levels. (See Attachment B.)

With approval and funds awarded in May 2003, OWCC can implement the program to address these needs in Fall semester 2004. Projected initial enrollment is 25 students in the first year, increasing by 10 students per year to a maximum enrollment of 50 students in the program. The first class of students, by this schedule, will graduate in Spring semester 2006.

Considering the challenges in recruiting qualified faculty members for a B.S.N. program, the college has set realistic enrollment projections which will permit an annual class of 24 students, and an annual first- and second-year enrollment of 48. After considering both the college's associate degree success rates and the traditional completion rates for A.D.N. programs, the college set an estimated graduation rate of 75%.

Table 2.4

B.S.N. Five-Year Class and Enrollment Projections

| 2004-05 | | 2005-06 | | 2006-07 | | 2007-08 | | 2008-09 | |
|----------|-----------|--|-----------|-------------------------------------|-----------|-------------------------------------|-----------|-------------------------------------|-----------|
| | | Assumes 70% graduation rate from second year class in each group | | | | | | | |
| Enrolled | Graduates | Enrolled | Graduates | Enrolled | Graduates | Enrolled | Graduates | Enrolled | Graduates |
| | | 24 returning 24 <u>new</u> | | 24 returning 24 <u>new</u> | | 24 returning 24 <u>new</u> | | 24 returning 24 <u>new</u> | |
| 24 Total | N/A | 48 Total | 18 | 48 Total | 18 | 48 Total | 18 | 48 Total | 18 |

? ***Has demand for graduates of the proposed program been expressed by local business and industry, the workforce development board and local chambers of commerce or documented in any studies or needs analyses? Is there documentation of the availability of jobs for graduates?***

Demand for graduates of the proposed program has been strongly expressed by the local healthcare industry. In May of 2000, as part of its A.D.N. approval process, the College conducted surveys of the following healthcare providers in its district.

- Fort Walton Beach Medical Center
- Healthmark Regional Medical Center
- North Okaloosa Medical Center
- Twin Cities Hospital
- All nursing homes in the district
- All Home Health and Hospice organizations in the district
- A random sample of local physicians

Results of the survey indicated an existing need for 151 nurses in Okaloosa and Walton Counties and a projected five-year growth to 551. (See Attachment E.) When considered in light of October 2002 FHA Study, these survey results are clearly confirmed.

In addition, as evidenced by the statements of Fort Walton Beach Medical Center Executive Director, Wayne Campbell, local healthcare providers prefer hiring B.S.N. level nurses for several specific hospital functions. (See Attachment D.)

“...to meet the demand of increasing acuity in our patients, it is important that we support them with B.S.N. prepared nurses. The demand for B.S.N. nurses to serve as case managers, nurse educators, and nurse managers cannot be met with our current supply. We also see the B.S.N. as an important step to becoming qualified to serve as a nursing instructor, another critical need in which demand outpaces supply.”

? ***Has employer demand exceeded supply for the past five years? Is need projected to exceed supply for the next five years?***

Employer demand in the College's district has exceeded supply for the last five years by more than 90 positions. These 90 positions are verified by and documented in the survey results from medical centers, hospitals, nursing homes, home health and Hospice organizations, and local physicians

As confirmed by labor market statistics from the Florida Office of Workforce Innovation and the October 2002 FHS Study, the demand for nurses is projected to exceed the supply by double-digit percentages statewide through the year 2020.

? ***Is the need primarily related to programmatic content, the nature of the delivery system, or other factors?***

The need for the proposed B.S.N. program stems from five primary factors: 1) workforce demand 2) increased local demand for health care services, 3) programmatic content , 4) student demand and 5) instructional format and delivery options.

Workforce Demand

As outlined on pages 4-6 and 29-31, the state and local workforce demand for nurses is compelling. As such it is the primary factor precipitating this program proposal.

Increased Local Demand for Health Care Services

The need for this program is related to and partially driven by the rapid growth of the College's district (projected 22 percent population growth over the next five years). This population growth has increased the demand on local health care providers to the extent that a new 50-bed facility is under construction by Sacred Heart Hospital in South Walton County; Fort Walton Beach Medical Center is currently undergoing a major addition; and North Okaloosa Medical Center is currently expanding its pediatric, diagnostic, and outpatient clinic services. The Panhandle area is typical of the situation cited on page one of the October 2002 FHA Study:

“Hospital admissions are at record levels...Emergency room visits are up 5%...Florida’s population is getting older, requiring more health care services...Without an adequate supply of nurses, hospitals will be unable to care for Florida’s growing and aging population.”

Programmatic Content

The skills and content included in this B.S.N. program are designed to address not only the traditional critical thinking and higher order clinical skills expected of the B.S.N. graduate, but also the nursing specialty areas of adult critical care and stepdown and telemetry. According to the October 2002 FHA Study, these are the two areas most commonly cited by hospitals as presenting severe nursing shortages.

Student Demand for Local Access to Baccalaureate Nursing Education

Student demand, as documented by two separate surveys, is a significant driver behind the need for this program. Between the fall of 2001 and the summer of 2002, the College surveyed 100 associate degree nurses enrolled in its A.D.N. program concerning their desire to complete the B.S.N. degree. The results appear in Table 2.3 on page 32. If only one-half of the survey respondents eventually continued to the proposed degree program, that number more than validates the enrollment projection of an annual class with 24 participants.

In addition, in May of 2000, as part of the research to support the College’s application to the Florida Board of Nursing for approval of its A.D.N. program, the college surveyed a total of 1,612 RNs in the service area. Of the respondents, over 300 indicated an interest in upgrading their education from the A.D.N. to the B.S.N. and higher levels. (See Attachment B.) This same survey indicated that the need for this program is also exacerbated by geography, as numerous respondents indicated that the broad distance across the College’s two-county region represents the greatest obstacle to their pursuing a nursing degree at any level (the College’s district encompasses Okaloosa and Walton counties and extends from the Alabama state line to the Gulf of Mexico, almost 2,000 square miles).

Instructional Format and Delivery Options

Many of the potential students voicing interest in this program are currently working or will be working upon completion of their current A.D.N. studies. As many will be employed in the hospital setting with lengthy shifts and variable hours, flexible scheduling and non-traditional delivery options are crucial in meeting student needs. Accordingly, this degree plan incorporates the instructional creativity necessary to accommodate such a student population. (See Table 1.4 on page 11.)

Section II: Potential Impact

Will the proposed program be of sufficient academic quality and will the program significantly reduce the identified workforce need?

? ***What impact will this program have on the current mission of the institution?***

This program will expand the mission of the College by adding a baccalaureate degree to the College's current offerings. Although this presents a significant change in the eyes of the SACS Commission on Colleges, it represents a natural progression for OWCC. As a Bachelor of Science in the technical-professional field of nursing, this proposed program offers an applied, practical workforce-oriented curriculum that is a sound expansion of the College's existing health-related curricula. OWCC is already a proven leader in responding to the community's education needs at the elementary, secondary and postsecondary levels. Pursuit of the B.S.N. degree program is a logical new effort on that continuum.

? ***What percent of the gap between supply of and demand for baccalaureate graduates will the proposed program address?***

A precise measure of the supply –demand gap is problematic, thus a specific percentage commitment to resolving that gap is elusive. However, when fully implemented, this program should allow the College to make significant strides toward increasing the supply of individuals qualified to fill the several existing and growth job openings projected for qualified nurses, by preparing at least 18 new B.S.N. graduates each year. And, after five years, the college will consider program expansion.

Given the tremendous statewide need for additional nurses, the contribution to filling that gap would be small. With a possible program expansion after five years, the impact would increase.

? ***Will the proposed program be of necessary quality associated with a baccalaureate degree—in terms of: Faculty; Facilities; Curriculum; Prerequisites; Standards of the Field?***

Faculty

With its existing A.D.N. program, the College already enjoys a highly qualified pool of faculty members and is confident of maintaining that quality with the B.S.N. faculty members.

Table 2.5

Current OWCC Nursing Faculty

| Education Level | Full-time | Part-time | Total |
|--|------------------|------------------|--------------|
| Doctorate in field | | 1 | 1 |
| Master's or Master's +30 graduate credits in field | 3 | 8 | 11 |
| Totals | 3 | 9 | 12 |

The College plans to hire two additional full-time, faculty members for the program. The new faculty members, one of whom will be qualified at the doctoral level will assume the lead role in program instruction, curriculum development, and academic advising, mirroring the workload and job duties of existing College faculty. One new faculty member will be hired the first year and a second added in year two.

Per SACS requirements, at least 25% of the program instruction at the upper division level will be provided by faculty members with doctorates in the field. Additional instruction will be provided by qualified faculty already teaching at the College and newly recruited associate (part-time) faculty members. Fortunately, the College enjoys an excellent relationship with the local health care community—especially the Fort Walton Beach Medical Center—and has been able to coordinate the use of qualified hospital professionals as associate instructors for the A.D.N. program. Indeed, through a cooperative agreement, the Medical Center currently provides funding for seven part-time instructors and assists in recruiting potential part-time faculty members.

Table 2.6

**Projected B.S.N. Program Faculty by Education Level:
New Hires Plus Existing Pool of Available Instructors After Full Implementation**

(Note: The full-time category includes only instructors associated full-time with the B.S.N. program; the part-time category includes both adjunct instructors and full-time OWCC instructors available for part-time assignment in the B.S.N. program.)

| Education Level | Full-time | Part-time | Total |
|--|------------------|------------------|--------------|
| Doctorate in field | 1 (new) | | 1 |
| Doctorate in any field; master's in field | | 1 | 1 |
| Master's or Master's +30 graduate credits in field | 1 (new) | 16 | 17 |
| Totals | | 17 | 19 |

Recruitment of the new faculty members will begin immediately upon approval of the program, but ideally in time to take advantage of the traditional faculty search period during the spring of the year. The first full-time faculty member for the program will be

hired to support the first two years of the program, working in concert with current OWCC faculty, newly recruited part-time faculty and practitioners associated with the Fort Walton Beach Medical Center. The second full-time faculty member will be hired to support the program beginning with the second year, when two full classes of students (48) are projected for participation.

Facilities

With the existing College locations and the commitment of the Fort Walton Beach Medical Center, sufficient facilities exist to support the proposed program. In May of 2004, the College anticipates opening its new health science facilities in the renovated “E” Building on the Niceville Campus. The space has been specifically designed to meet the needs of the new OWCC A.D.N. program, initiated in the fall of 2002. Although that program is fully subscribed and will make maximum use of the new facility, the flexible scheduling and non-traditional format of the proposed B.S.N. program will permit use of the facility for the baccalaureate program as well. Indeed, adding the B.S.N. curriculum makes for more efficient use of a highly specialized instructional facility, because the very times the B.S.N. students will likely need classrooms and labs will be normal “down times” for the A.D.N. Program.

In addition, the Fort Walton Beach Medical Center, current home to the College’s A.D.N. program, has extended its facility commitment to OWCC nursing education by pledging space to house B.S.N. instruction on site for selected clinical and didactic instruction.

Curriculum

Throughout the curriculum development process, decisions were predicated on twelve significant considerations.

1. Efficiency of the A.S. to B.S.N. career ladder approach
2. Program content in comparable degrees statewide
3. Guidance from the College’s past expertise with technical and applied instruction – particularly in it’s A.D.N. Program
4. Florida’s statutory requirements for the baccalaureate degree
5. Course profiles in the Florida Statewide Common Course Numbering System (SCNS)
6. Input from local employers regarding the skills and knowledge desired of baccalaureate level nurses
7. Appropriate mix of upper and lower division coursework
8. Suggestions from qualified faculty teaching in the field
9. Student articulation rights
10. Student time to degree concerns
11. Florida Board of Nursing Accreditation Standards
12. Appropriate mix of theory and clinical/practicum contact hours

The skill and course content for this program was developed by qualified nursing faculty after evaluating similar A.D.N. to B.S.N. programs elsewhere in Florida and the Southeast and reviewing the October 2002 FHA Study. The resulting degree plan complies with Florida's A.S. to B.S. in Nursing, with curricular focus on "critical bedside thinking skills", as suggested by local nursing directors. Admission and graduation/degree requirements (see Attachment F) conform to applicable Florida Statutes and to the statewide articulation agreement, including the required general education component and foreign language requirement. In addition, the 120-credit structure accommodates time-to-degree concerns. Finally, before implementation of this degree option, the full draft curriculum will be given the usual rigorous review by the College Curriculum Committee and individual courses will be submitted to SCNS for final assignment of course numbers.

Prerequisites

Program prerequisites were determined after reviewing other similar programs in Florida and the Southeast. All admission requirements and prerequisites (see Attachment F) are consistent with those of other Florida A.S. to B.S. programs in the nursing area.

Standards of the Field

Standards for the field of nursing are clearly delineated by the Florida Board of Nursing and the American Nurses Association. The former promulgates a comprehensive set of standards for the teaching and evaluation of nursing skills in the state of Florida. Those standards are designed to prepare students for licensure exams in the field. The latter establishes nationwide standards for clinical practice. The proposed B.S.N. curriculum will meet or exceed all applicable standards established by these bodies. Outside verification of such will occur via the program accreditation application process with the Florida Board of Nursing.

? ***Are assurances provided that the College will not terminate any associate in arts or associate in science degree as a result of this program addition?***

The College assures all stakeholders that it will not terminate any associate of arts degree programs as a result of this program addition.

The College assures all stakeholders that it will not terminate any associate in science degree programs as a result of this program addition.

? ***Will the program increase access or redistribute the current pool of applicants?***

By increasing the number of openings in baccalaureate level nursing education, the primary impact of this program will be to increase access rather than redistribute the current pool of applicants. According to the October 2002 FHA Study, approximately 17% of the individuals wishing to pursue a B.S.N. are able to do so. Current programs in Florida are already oversubscribed. Although there may be an incidental shift of

program applicants due to geographical considerations, program slots vacated by those students will likely go to “wait-listed” students in the existing programs.

? ***Will the program have an adverse impact on existing public and independent providers?***

No public or independent providers of the B.S.N. degree exist within the College’s district and the closest provider of a B.S.N. degree is approximately 60 miles and two counties removed from the College’s district.

According to the College’s surveys, the closest program, offered by the University of West Florida, has had no positive effect on narrowing the supply/demand gap in Okaloosa and Walton counties. In fact, the Regional Nursing Personnel Survey conducted by the College’s Department of Nursing showed that 98 percent of respondents claimed that distance was the major obstacle preventing them from enrolling in a B.S.N. program. (See Attachment B.)

Section III: Use of Resources

Is the proposed program the most effective way to use all education resources of the K-20 system?

? ***Is there a cooperative program with a four-year institution currently in place? How effective has it been and can it be improved?***

No cooperative program with any other four-year institution is now in place. The University of West Florida and OWCC share a long history of collaboration and cooperation. However, there is no current expectation that UWF will be able to expand its B.S.N. program from Pensacola to Okaloosa and Walton counties for two reasons: 1) insufficient resources to expand off the main campus, and 2) a substantial unmet need in Escambia and Santa Rosa counties that the university already struggles to meet.

The unlikely prospect of a cooperative university program should not be viewed as a lack of interest or a lack of willingness to cooperate. On the contrary, OWCC and the University of West Florida have a distinguished history of effective cooperation. These two institutions have been partners in higher education since they established a joint center for cooperative programs in Fort Walton Beach in 1983. This joint center became a campus in 1991 and remains the only fully shared joint campus of its type in the state of Florida. In addition, OWCC and UWF entered into an agreement in 2000 to offer a joint AA to BA interdisciplinary degree out of the College's Arts Center on the Niceville Campus. Although a productive partnership, this particular curricular partnership does not lend itself to expansion in the nursing area.

? ***Has a cooperative program been proposed by the community college or by another institution—and likely to be implemented? Can such a program be offered more efficiently than the proposed program?***

A cooperative program is not under consideration at this time because of several constraints: 1) the geographical problems associated with "long distance" management of clinicals and practicums; 2) the present status of the UWF nursing program, which is under review for accreditation; 3) the commitment of the local hospitals to work directly with OWCC to develop, support and implement this program. Although the College would be willing to examine the option of a joint university program, past experience with a cooperative A.D.N. program operated with Pensacola Junior College underscores the difficulties associated with long-distance partnerships in a program such as this. Student supervision, admissions requirements, clinical observations, practicum assignments and accreditation issues all serve to complicate such cooperative operations in the health education areas.

? ***Does the proposed program duplicate existing programs offered by other institutions with excess capacity within commuting distance or through distance learning?***

The proposed program does not duplicate existing programs offered by other institutions with excess capacity. The B.S.N. program offered by the University of West Florida is 60 miles west of and two counties removed geographically from the College's district. The Regional Nursing Personnel Survey conducted by the College's Department in Nursing indicates that this distance is a major inhibitor to prospective nursing candidates in Okaloosa and Walton counties.

? ***What additional faculty positions will be needed to offer the baccalaureate program? If existing faculty are assigned to teach in the new program, how will their current teaching assignments be covered?***

The College will require two additional faculty positions in order to offer the B.S.N. program. (See pages 16-17 and 36-38.) The College's current A.D.N. faculty members are operating at maximum allowable load and will not be available to teach in this new program, except through overload or supplemental assignment, thus no replacement instructors will be needed.

? ***Are there issues related to access/articulation that, if resolved, would preclude the need for the proposed program?***

No issues exist relative to access or articulation that, if resolved, would preclude the need for the proposed program. On the contrary, Florida's A.S. to B.S. project served as the model for this program and has increased baccalaureate access statewide – the problem is that program demand is simply outstripping available admission slots.

Section IV: Implementation

Can the proposed program be implemented in a timely and effective manner?

? ***Does the proposal adequately address the steps necessary to achieve the necessary accreditation (i.e., regional accreditation, and where available, specialized accreditation) in a timely manner? Are resources currently available to pursue and complete the accreditation process?***

The proposed B.S.N. program will encounter two accreditation efforts, the first a substantive change approval through the SACS Commission on Colleges and the second a review and approval by the Florida Board of Nursing. The College has reviewed the steps necessary to prepare for both events and is prepared to proceed simultaneously on both fronts. (See pages 23-27.) The College will rely on the expertise of numerous OWCC faculty members and administrators with experience chairing and conducting SACS reaffirmation and substantive change visits to address the requirements of the Commission on Colleges, and will use its recently successful A.D.N. application to the Florida Board of Nursing as the framework for developing the B.S.N. application to the FBN.

? ***Is the planned process for inclusion of the proposed program's enrollment into the College's registration, information, and cost accounting systems delineated?***

The College's program plan clearly addresses the full range of program implementation issues, including needs, assessment, mission and goals, curriculum, library and academic support services, student services, facilities, faculty and staff, financial support (budgeting) administrative services and accreditation. The College's successful history in program start-up, evidenced by the recent charter high school, CISCO/MCSE Academies and A.D.N. initiatives, will minimize the usual stress associated with implementation of a program of this importance. Functional area teams, appointed by the President, will translate the preliminary planning outlined in this proposal to detailed processes and procedures, working within an anticipated twelve to eighteen month implementation period.

In addition, the College has thoroughly considered the three specific functions mentioned in this evaluation criteria.

Registration Systems

As a charter member of the Florida Community College Software Consortium, the College currently employs state-of-the-art custom software to manage student records, and to process registrations, fee payments and related transactions. All College processes in this area are compatible with Florida's FACTS system, as the College has met all mandated deadlines for integrating its enrollment services functions into this statewide online system.

The College's automated applications are also capable of including upper division enrollment services functions such as registration, transcripts, fee schedules and graduation audits; upper division transactions and records may even be segregated from other college enrollment transactions. Indeed, the Louisiana State University at Shreveport is currently using these applications to manage these functions for its baccalaureate and graduate level programs.

Information Systems

The same sophisticated software systems that support the financial and student services functions provide extensive information, monitoring and reporting services. A comprehensive array of summary reports and projection models are available for planning and decision-making. In addition, OWCC has an unblemished record of providing state reports on or before required deadlines and is prepared to continue that tradition for all baccalaureate reporting requirements. The College's highly qualified network services technicians will also provide IT support for the B.S.N. program such as WebCT, e-mail, and student computer lab access.

Cost Accounting

The basic cost accounting format and system currently used by the community college system will be used for upper division courses for internal management reports and analysis. The automated business applications the College now uses allow for cost accounting by discipline, course, and student. The College anticipates that with minor adjustments, this table-driven, flexible software system can easily be adapted to any additional accounting and reporting requirements mandated by the Florida Department for upper division curricula. As Louisiana State University of Shreveport, which offers four-year and graduate degrees, currently uses this same software, the work to implement any changes is anticipated to be minimal.

Section V: Accountability

Does the proposed program comply with statutory requirements regarding time-to-degree, articulation, and access?

? **Is the program 120 hours in length or will it require FBOE approval for additional hours?**

This program follows the same pattern as other Florida A.S. to B.S. programs in nursing. As such, the proposed program is 120 credit hours in length and will not require approval for additional hours. If the student has not satisfied the foreign language requirement, either in high school or as part of the lower division program, the eight credit hours will have to be completed outside the 120 hours required in this program.

? **Does the program comply with common prerequisites and other applicable requirements of state articulation agreements?**

The curriculum is modeled after Florida's A.S. to B.S. in Nursing and was designed from the beginning to comply with state law and regulation. Specifically, the program reflects the appropriate mix of upper and lower division courses, the required thirty-six general education credits, completion of the A.D.N., current RN licensure, 120 hours for completion and the traditional GPA standards. (See Attachment F.) All courses were designed after review of existing course profiles in the Florida State Common Course Numbering System (SCNS) and final syllabi will be submitted to the SCNS for review and assignment of course numbers. OWCC already adheres to all aspects of the statewide articulation agreement and is committed to continuing such with implementation of the B.S.N. program.

? **Will the program be limited access? If so, does it comply with statutory requirements and FBOE policy on limited access?**

Although limited by capacity to a finite projected enrollment each year, this program will accept eligible applicants on a first-come, first-served basis until the enrollment capacity is filled. As such it is not a limited access program per the traditional state definition and will not require special review or policy consideration.

• **What are the proposed admission requirements?**

The B.S.N. admission requirements are as follows. (Also see Attachment F.)

- Completion of an A.S. or A.A. degree (with 72 semester credit hours) in nursing with at least eighteen credit hours in transferable general education courses; math coursework must include STA 2023 or equivalent

- Completion of the standard Florida foreign language upper division admission requirement
- A minimum cumulative GPA of 2.0 (on a 4.0 scale) in all postsecondary coursework
- Current RN license

With the approval of the program coordinator, students with Associate in Arts Degree may be admitted to the program.

If, at the time of admission, the student has not completed two years of the same foreign language in high school or eight credits in college, the student will need to complete eight credits of foreign language before completing the B.S.N. program.

? **Does the College provide for the collection of enrollments, completions, and other performance data, including outcomes assessment measures that will be used to assess program quality and competencies attained by graduates?**

The College currently collects data relating to enrollments, completions, and performance of its students. The College's standard accountability measures will be expanded appropriately to include data for baccalaureate students. The following are among the existing accountability measures that may be expanded to include B.S.N. information.

- Graduation/completion rates
- Job placement rates for graduates
- Licensure passing rates
- Employer satisfaction surveys
- Enrollment, retention, and success rate for B.S.N. students
- Placement of B.S.N. graduates in jobs
- B.S.N. student transfer performance (in the event of enrollment in graduate school)
- Demographic characteristics of students enrolled in the B.S.N. program
- B.S.N. student satisfaction rates based on student evaluations of instruction
- B.S.N. student success rates in distance-learning classes compared with statewide distance learning success rates
- B.S.N. student satisfaction rates regarding enrollment services functions
- Other state-mandated bachelor's level accountability measures

In addition, the College conducts an in-house satisfaction survey as part of the graduation application process and administers an annual student satisfaction survey

prepared by the American College Testing Corporation (ACT). The B.S.N. students will be incorporated into those processes. As part of an ongoing institutional effectiveness program, the College also conducts periodic open forums with various business and industry groups, including the health care industry. This program, known as “OWCC Listens” , will schedule sessions focused specifically on assessment of the B.S.N. program.

The B.S.N. will also be included in the College’s instructional and student services program review process, a comprehensive assessment system which evaluates all aspects of each instructional program at least once every three years. The results of the program reviews are reported to the OWCC Board of Trustees, and recommendations are tracked for follow-up and review. Finally, the College is committed to providing information regarding any additional accountability data desired by the Florida Department of Education

Section VI: Cost Effectiveness

Will the proposed program provide the most cost effective use of the State's education resources to meet the identified workforce needs?

? Is the incremental cost (including capital outlay) to the State less than other available options? Is the cost to the student less than with other available alternatives?

The proposed Bachelor of Science in Nursing Program is a cost effective way to increase access to baccalaureate programs, help address critical state and local workforce needs, and accommodate local student demand. The following five points provide testimony to the program's financial efficiency.

- 1) Student fees will be based upon the OWCC student tuition, which historically is among the lowest in the state. Indeed, the College's 2002-03 resident tuition of \$42.43 per credit is the lowest fee for both public and private postsecondary institutions in the state of Florida, and considerably less than the average public tuition of \$58.45 per credit and the average private independent university tuition of \$469.20 per credit.
- 2) Program expenditures are benchmarked against the community college cost analysis rather than the higher university cost patterns. For each year, the projected expenses are equal to or less than those benchmarks.
- 3) Faculty members will observe the community college workload requirements – a minimum of 25 student contact hours, 15 hours or five classes of which are “classroom” – an instructional productivity level well above the traditional Florida university level.
- 4) No new facilities or renovation costs will be required for the program.
- 5) The additional instruction that program enrollees may require in general education coursework will be absorbed by the College's existing lower division offerings and no additional faculty costs are anticipated.

ATTACHMENTS

Attachment A

Attachment F

ADMISSION AND DEGREE/GRADUATION REQUIREMENTS

ADMISSION REQUIREMENTS

Completion of an A.S. or A.A. degree (with 72 semester credit hours) in nursing with at least eighteen credit hours in transferable general education courses; math coursework must include STA 2023 or equivalent*

Completion of the standard Florida foreign language upper division admission requirement **

A minimum cumulative GPA of 2.0 (on a 4.0 scale) in all postsecondary coursework

Current RN license

DEGREE/GRADUATION REQUIREMENTS

Students must meet the following requirements to receive the B.S.N. degree:

- Successfully complete all courses required in the degree program, including the lower division associate degree
- Successfully complete a minimum of 20 general education credits according to the distribution established by the College for its associate in science degree program
- Complete at least 42 credits of upper division coursework in the major (3000 or 4000) level courses with the NUR prefix
- Achieve an overall GPA of at least 2.0 for all coursework completed (including transfer credits)
- Earn a grade of “C” or higher in all courses applicable to the major
- Complete at least 30 credits of upper division coursework at OWCC
- Successfully complete the CLAST (through testing, exemption or waiver)
- Meet all other college policies associated with graduation

** With the approval of the program coordinator, students with Associate in Arts Degree may be admitted to the program.*

*** If, at the time of admission, the student has not completed two years of the same foreign language in high school or eight credits in college, the student will need to complete eight credits of foreign language before completing the B.S.N. program.*

ATTACHMENT G

COURSE/PROGRAM REQUIREMENTS FOR THE B.S.N.

| | |
|-------------------------------------|----------------------|
| Technical Courses from the A.D.N. | 42-52 Credits |
| General Education (transferable) | <u>20-30 Credits</u> |
| Total Associate Degree Courses | <u>72 Credits</u> |
| Additional General Education | 6-16 Credits |
| Total Lower Division Coursework | <u>78 Credits</u> |
| B.S.N. Required Core Courses | <u>42 Credits</u> |
| Total Credits for the Degree | 120 Credits |

- All general education courses must be transferable; math coursework must include STA 2023 or equivalent
- If completed at OWCC, the 20-30 general education requirement must conform to the categories/subject area distribution for the OWCC A.S. Degree
- If the 20-30 credit general education requirement is completed at another school participating in the Florida Statewide Articulation Agreement, no additional general education requirements will be necessary
- Evaluation of transfer credits will be completed according to the usual OWCC standards and procedures
- Students must meet all admission and graduation requirements

**NURSING COURSES/CURRICULUM BY SEMESTER
(B.S.N. CREDITS ONLY)**

First Term

Additional Courses to meet the OWCC Thirty-Six Hour General Education Requirements

Second Term

| | | |
|-----------|--|-----------|
| NUR 3____ | Pathophysiology As Basis for Nursing interventions | 3 |
| NUR 3____ | Health Assessment | 3 |
| NUR 3____ | Professional Transition Concepts in Nursing | 6 |
| NUR 3____ | Nursing Theory & Research | <u>3</u> |
| Total: | | 15 |

Third Term

| | | |
|-----------|---|-----------|
| NUR 4____ | Nursing Interventions in the Community Setting | 3 |
| NUR 4____ | Nursing Interventions in the Community Setting Practicum | 3 |
| NUR 4____ | Healthcare Issues Affecting Nursing Practice | 3 |
| NUR 4____ | Nursing Interventions: Individuals Experiencing Health Problems in the Acute Care Setting | 3 |
| NUR 4____ | Nursing Interventions: Individuals Experiencing Acute Health Problems in the Acute Care Setting Practicum | 2 |
| Total: | | 14 |

Fourth Term

| | | |
|-----------|---|------------------|
| NUR 4____ | Nursing Interventions: Individuals & Families Experiencing Complex Problems Practicum | 3 2 |
| NUR 4____ | Nursing Leadership & Management | 3 |
| NUR 4____ | Nursing Leadership & Management Practicum | 1 |
| NUR 4____ | Directed Clinical Practice Preceptorship | <u>4</u> |
| Total: | | <u>13</u> |

Total B.S.N. Related Credits **42**

