

**BACCALAUREATE PROPOSAL
APPLICATION Form No. BAAC-02**

Section 1007.33(5)(d), Florida Statutes, and Rule 6A-14.095, F.A.C., outline the requirements for a Florida College System baccalaureate program proposal. The completed Proposal form shall be submitted by the college president to the Chancellor of the Florida College System at ChancellorFCS@fldoe.org. In addition, a printed version shall be mailed to the Division of Florida Colleges at 325 West Gaines Street, Suite 1544, Tallahassee, Florida 32399-0400.

The proposal requires completion of the following components:

- Program summary
- Program description
- Workforce demand and unmet need
- Planning process
- Enrollment projections and funding requirements
- Student costs: tuition and fees
- Program implementation timeline
- Facilities and equipment specific to program area
- Library and media specific to program area
- Academic content
- Program termination
- Appendix tables
- Supplemental materials

Florida College System Institution Name: Valencia College
 Florida College System Institution President: Dr. Sanford Shugart

PROGRAM SUMMARY

1.1	Program Name:	<u>Nursing</u>		
1.2	Degree Type:	<input checked="" type="checkbox"/> Bachelor of Science	<input type="checkbox"/> Bachelor of Applied Science	
1.3	How will the program be delivered (check all that apply):	<input checked="" type="checkbox"/> Face-to-face	<input checked="" type="checkbox"/> Hybrid	<input type="checkbox"/> Online only
1.4	List the counties in the college's service district:	<u>Orange County, Osceola County</u>		
1.5	Degree CIP code (4 or 6 digit):	<u>51.3801</u>		
1.6	Anticipated program implementation date:	<u>May 2018</u>		
1.7	What is the primary associate degree pathway for admission to the program?	<u>Associate of Science in Nursing</u>		

1.8	Is the degree a STEM focus area?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.9	List program concentration(s) (if applicable):	None at this time	
1.10	Will the program be designated such that an eligible student will be able to complete the program for a total cost of no more than \$10,000 in tuition and fees?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

PROGRAM DESCRIPTION

2.1 Describe the program.

The proposed Bachelor of Science in Nursing (BSN) degree at Valencia College (Valencia) is designed for current unencumbered Florida licensed registered nurses who have completed an Associate in Science Degree in Nursing (ADN) from a regionally accredited nursing program and reside in the Valencia Service District of Orange and Osceola counties. The curriculum complements the course work and clinical experiences of the ADN, providing a seamless and efficient pathway to BSN degree.

WORKFORCE DEMAND AND UNMET NEED

3.1 Describe the career path and potential employment opportunities for graduates of the program.

The Bachelor of Science in Nursing degree is the most important credential required for many high-level health related careers. This program will provide registered nurses with the baccalaureate credential healthcare organizations in the Valencia College Service District have identified as a growing need.

Our local healthcare leaders have shared that, with a shift from volume-based care to value-based care, having a nursing workforce that is bachelor's prepared (BSN) or higher is critical. A nurses' knowledge of evidenced-based practice, research, managing care across the continuum, as well as, financing healthcare and healthcare quality is essential for health care institutions to be successful in the future. Within the Valencia Service District, we received support letters from four leading healthcare systems, representing eighteen locations, identified in Supplemental Materials on pp. 31-32. (Specific letters on pp. 58-61.)

There is an ongoing need for nurses in clinical operational management positions of Nurse Administrators, Nurse Managers, Nursing Home Managers, and Occupational Health Nursing Directors. The ability of nurses in clinical practice to lead teams and projects while committing to professional engagement as active participants and members of interdisciplinary teams is vital. These **clinical management positions** are essential for smooth operation of general medical and surgical hospitals; which require a minimum of a BSN degree. This program will provide the required skills to meet the rising demand.

There has been an emergence of new roles of Care Coordinator/Case Manager, Nurse Informatics Coordinator, Patient Safety/Quality Specialist, and Coding Specialist. As nurses leave the bedside to fill these **nonclinical positions** that also require a minimum of a BSN degree they are creating new gaps.¹

The BSN also provides graduates with articulated pathways of opportunity into **master's and doctoral nursing programs** at the University of Central Florida. These advanced career pathways include Nurse Anesthetists (CRNA); Nurse Practitioners (ARNP); Nurse Midwives²; Health Diagnosing and Treating Practitioners; and Postsecondary Health Specialties Teachers. These additional pathways are included in Appendix A.1.1.2 on p. 25.

"Often, and unfortunately for hospital ICUs [Intensive Care Units] and emergency departments, some of the best nurses, all who are BSN-trained, move into these highly desirable CRNA [Certified Nurse Anesthetists] roles. Not only does the anesthesiology workforce not have enough of them, but as we move these nurses into CRNA training programs, we unfortunately leave the hospitals with a further shortfall of BSN nurses. This can be said for physician specialties as well as which have come to depend on ARNPs to support their practices."

Dr. Jamal Hakim, Managing Partner, Anesthesiologists of Greater Orlando, Inc.

See p. 123 for the complete letter of support.

- 3.2 Describe the workforce demand, supply and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from appendix tables A.1.1 to A.1.3.

Workforce Demand

According to employment projections data, produced by the Florida Department of Economic Opportunity (DEO 2016-2024), for Orange and Osceola counties aligned with Valencia's Service District for each SOC code associated with the proposed program's CIP code of 51.3801. The total workforce demand in A.1.1 is strong with 852 projected annual openings with average salary of \$72,719. (See Appendix A.1.1, p. 24.)

An extensive review of employment projections for baccalaureate-trained nurses and related pathways identified additional demand not included in the direct CIP to SOC in Appendix A.1.1. Orange and Osceola County employers have stated in their letters of support that they are continuously in need of highly qualified and talented baccalaureate-trained nurses in various positions. (These letters are found on pp. 58-61, and pp. 123-126 with a reference table on p. 129 that identifies the occupation(s) each letter is in support of.) The DEO projections for the Valencia Service District have identified the volume at which they are expected to hire,

¹ Supplemental Materials B.1.5.A, Letters of Support-Businesses, p. 58 Florida Hospital Support Letter

² Supplemental Materials B.1.6.I, Documentation of Nurse Midwives in Valencia Service District, p. 120

Graduates Supply

The University of Central Florida (UCF) currently offers the BSN and is the only state university in Orange and Osceola counties. The DirectConnect to UCF, Central Florida Higher Education Consortium (CFHEC) was formed to guarantee students graduating with an Associate of Arts, as well as selected Associate of Science degrees from Consortium member institutions admission to UCF operating under the guidelines of a Regional Operational Plan. The seven institution presidents of CFHEC support the proposed BSN at Valencia College.³ Other regionally accredited institutions offering the BSN in Valencia's Service District are Adventist University of Health Sciences, Herzing University, Keiser University, and University of Phoenix. The average cost for a non-public bachelor's degree in Nursing in the Valencia Service District is \$56,634.

IPEDS reports that UCF has graduated 775 students in 2014-15 in the proposed CIP 51.3801. Dean and Professor, Dr. Mary Lou Sole, UCF, Orlando Health Endowed Chair in Nursing, shares that only a small percentage of graduates reside in Orange and Osceola counties, reducing the supply to just 203 in the Valencia Service District.⁴

*"... National and local data reveal a critical need for a BSN-prepared workforce. As the demand for the BSN increases, there is a need for BSN program offerings at state colleges throughout Central Florida. Currently, only 26.9% of our students reside in Orange and Osceola Counties. As the state colleges educate more nurses [RNs] to meet workforce needs, the demand for RN to BSN education will increase beyond UCF's capacity."*⁵ Mary Lou Sole, PhD, RN, CCNS, FAAN, FCCM

IPEDS also reports 55 University of Phoenix graduates in 2014/15. Mr. Brian Lucas, Campus Director, University of Phoenix – Central Florida Campus, reports⁶ that in 2015/16 17% of their 88 BSN graduates reside in the Valencia Service District and accept jobs in Orange or Osceola counties. When that percentage of Valencia Service District graduates is applied, the University of Phoenix supply is then narrowed to only nine.

Unmet Need

The unmet need is significant, based on the most recent year is 430 and 462 based on the 5-year average.

³ Supplemental Materials, B.1.4.A, DirectConnect to UCF: Central Florida Higher Education Consortium, p. 53

⁴ Supplemental Materials, B.1.7-Final Additions, UCF, Institutional Research data on County at time of Admission, p. 122

⁵ Supplemental Materials, B.1.4.B, Letters of Support/Correspondence-Universities, UCF Letter of Support-Sole, p. 55

⁶ Supplemental Materials, B.1.4.C, Letters of Support/Correspondence-Universities, University of Phoenix Letter of Support, p. 56

- 3.3 Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data information, such as local economic development initiatives, emerging industries in the area or evidence of rapid growth, not reflected in the data presented in appendix tables A.1.1 to A.1.3. For proposed programs without a listed SOC linkage, provide a rationale for the identified SOC code(s).

RN to BSN programs provide an efficient bridge for ADN-prepared nurses who wish to expand and enhance previous knowledge and advance in their careers. In fact, most RNs who advance their formal education beyond their initial preparation choose to complete a baccalaureate-nursing program⁷ with course work to enhance professional development, prepare for a broader scope of practice, and provide a better understanding of the cultural, political, economic, and social issues that affect patients and influence care delivery. These programs are growing in importance since many professional practice settings, including Magnet hospitals and academic health centers, now require or prefer the baccalaureate degree for specific nursing roles.⁸

NURSING SUMMIT

A local nursing summit of healthcare and educational leaders was held on September 12, 2016 to address the workforce needs for registered nurses. The summit objectively reviewed a summation of healthcare leader interviews and extensive research on the data associated with the registered nurse shortage in the Valencia Service District.

Summit Research⁹

The Career and Workforce Education Office of Valencia College assessed multiple sources of data for the nursing summit on the registered nurse employment demand in Orange and Osceola counties including EMSI, A CareerBuilder Company¹⁰ (EMSI); and Florida Center for Nursing (FCN)¹¹, a state workforce center established in Florida statute.

Summit Overview of Healthcare Leader Interviews

Anne Peach, MSN, RN, NEA-BC, Vice President and Partner, Future Vision Group, LLC, conducted 34 healthcare leader interviews associated with the BS in Nursing proposal process, 19 of those interviewed were of healthcare industry leaders within the Valencia Service District or were applicable towards all service areas. The largest healthcare employers of registered nurses in Valencia's Service District contacted including interviews of Chief Nursing Officers (CNOs), hospital CEOs, and administrators involved in student placement, staffing, recruiting, education, and workforce planning.¹²

These local employers conveyed that new graduates in Orange and Osceola counties account for greater than 60% of the workforce hired. Most expressed a need for BSN

⁷ Supplemental Materials B.1.6.A-Data Source References, p. 62, Career Pathways in Nursing, RN to BSN programs

⁸ Supplemental Materials B.1.6.B-Data Source References, p. 63, HRSA The Registered Nurse Population

⁹ Supplemental Materials B.1.6.K Data Source References, pp. 89-120, Nursing Summit Agenda and Presentation

¹⁰ EMSI, a CareerBuilder Company <http://www.economicmodeling.com/>

¹¹ FCN, Florida Center for Nursing <https://www.flcenterfornursing.org/>

¹² Supplemental Materials B.1.1.D-Valencia Documentation, pp. 40-41, Healthcare Leaders & Educators Interviewed by Consultant

nurses not only at the bedside, but to fill management, educator, and nontraditional roles such as care coordination, information technology, coding, quality, safety, etc. Also conveyed were the many opportunities for nurses outside the hospital further creating shortages especially in high skilled areas. An executive summary on the work of Anne Peach regarding the BSN program is found on p. 42 of the supplemental materials section.¹³

Hospital Expansion and Current Demand

Many healthcare providers are undergoing major expansions. This augments the inadequate supply of baccalaureate, masters and doctoral prepared nurses to meet these current and future workforce needs.

The Valencia Service District has expected expansions that will total **814 new beds** within the next year reflecting additional needs and impacts critical shortages of Registered Nurses:

- Florida Hospital Apopka is expanding from 50 beds to **120 beds** and plans to build a senior living community. (Floridahospitalnews.com 09/19/16).
- Florida Hospital plans to build a general acute care hospital campus with up to **100 beds** in Winter Garden. This likely is an expansion of Florida Hospital Winter Garden, a \$65 million, three-story, 97,000-square-foot emergency and outpatient center that opened in February 2015 (Orlando Business Journal 08/3/16).
- Central Florida Health Services LLC, an entity related to HCA Holdings Inc., plans to build a new general acute care hospital with up to **100 beds** in Orange County (Orlando Business Journal 08/3/16).
- Orlando Health is building Spring Lake Health & Living Campus in South Orlando, a senior housing component that will contain **180 beds** and be operated by Harbor Retirement Associates. The campus will also have a 60,000-square-foot medical office building by fall called the Orlando Health Medical Pavilion at Spring Lake. (Orlando Business Journal 4/14/16).
- Orlando Health Central is expanding by adding a 5-story tower, **100 emergency beds** and **40 private patient beds**. Expected completion is this fall. (Orlandohealth.com 7/7/16).
- UCF-Health Corporation of America approved by the state to build **100-bed** teaching hospital next to their medical school. (Orlando Sentinel 12/2/16)
 - Hospital focused on building a healthier community, training more physicians and powering economic growth through research earned a key approval from the State University System's Board of Governors (Orlando Sentinel 3/30/17)
- Florida Hospital for Women opened its new **102-bed** Level III NICU, which takes up two floors. The new unit expands the hospital's 81-bed NICU and upgrades its technology. By the end of this year, Florida Hospital is adding **32 Level II NICU beds at each** of its other Central Florida hospitals in Winter Park and Celebration. (Orlando Sentinel 3/22/17)
- Nemours is planning to add **8 NICU beds** to its 10-bed Level III unit, which has been operating at capacity. (Orlando Sentinel 3/22/17)

These additional beds are documentation of the planned hospital growth and expansion, providing further justification of the increased demand for registered nurses at a baccalaureate level.

¹³ Supplemental Materials B.1.1.E-Valencia Documentation, p. 42, Executive Summary by Anne Peach, MSN, RN, NEA-BC

In May 2016, the American Academy of Pediatrics updated their ratio to **1 RN to 1 School**.¹⁴ Currently, the Florida Department of Health reports that in 2014-2015, Orange County Public Schools (OCPS) had a ratio of 1 RN to 4.15 schools¹⁵ and Osceola District Schools had 1 RN to 7.10 schools.¹⁶ OCPS had targeted a goal for increasing their RN to student ratios as early as 2012-2013, even stating that these Key Personnel would be required to have a BSN and two years of previous nursing experience.¹⁷ In November 2016, OCPS conducted a School Health Research Work Session as a continuation of their intent to meet the new recommendations.¹⁸ As local schools work towards meeting these new recommendations, baccalaureate-trained nurse demand will continue to grow beyond the current supply.¹⁹

3.4 If the education level for the occupation identified by the Florida Department of Economic Opportunity presented in appendix table A.1.1 is below a bachelor's degree, provide justification for the inclusion of that occupation in the analysis.

The Institute of Medicine report²⁰ called for increasing numbers of baccalaureate-trained nurses from a national average from 50% to 80%, and doubling the number of nurses with doctoral degrees by the year 2020. The Florida Action Coalition (FLAC) has set forth a priority goal of increasing the percentage of baccalaureate prepared nurses to 80% by the year 2020.

The only occupation in the direct CIP to SOC occupations that is below a bachelor's degree is that of Registered Nurses which is considered both an associate's and a bachelor's. Registered Nurses ranked in the Florida Department of Economic Opportunity, Bureau of Labor Market Statistics, Employment Projections Program, Forecast to 2023 Bachelor's Degree Statewide Demand Lists:

- # 1 in Largest Occupations (largest volume)
- # 1 in Occupations with the Most Gains (having the most new jobs)
- # 20 in Fastest Growing Occupations

Shortages of experienced RNs particularly in specialty areas requires an increased need for baccalaureate-trained nurses. The Florida Action Coalition (FLAC)²¹ documents the intent to increase the percentage of nurses in the state to meet the Institute of Medicine's (IOM) recommendation to increase the proportion of employed RNs with a BSN to 80% by 2020.

¹⁴ Supplemental Materials B.1.6.C, Data Source References, AAP Policy Statement Recommends FT RN in Every School p. 66

¹⁵ Supplemental Materials B.1.6.D, Data Source References, Florida Dept. of Health, Orange County RN Ratios pp. 67-68

¹⁶ Supplemental Materials B.1.6.E, Data Source References, Florida Dept. of Health, Osceola County RN Ratios pp. 69-70

¹⁷ Supplemental Materials B.1.6.F, Data Source References, OCPS Philanthropic Strategic Plan (2012-13) Intent to hire BSN nurses pp. 71-76 (especially p. 74)

¹⁸ Supplemental Materials B.1.6.G, Data Source References, OCPS Nov. 2016 School Health Research Worksession pp. 77-78 (especially p. 77)

¹⁹ Supplemental Materials B.1.7.C & D, Final Additions, OCPS and SDOC Letters of Support, pp. 124-125

²⁰ Supplemental Materials B.1.6.H, Data Source References, Institute of Medicine of the National Academies, The Future of Nursing - Focus on Education Report, pp. 78-85, especially p. 82

²¹ Supplemental Materials B.1.6.I, Data Source References, Florida Action Coalition (FLAC) Timeline, p. 87

Additional comments below, from private consultant interviews of Orange and Osceola county employers, include further justification that these occupations require a Bachelor of Science Degree in Nursing (BSN).

- While ASN nurses have been the backbone of hospitals for many years in the Valencia Service District, there has been a shift in the needs for nurses with a higher degree of preparation.
- In most cases, Orange and Osceola county healthcare organizations that have established specific hiring guidelines they:
 - ... Target the hiring of BSN graduates
 - ... Differentiate BSN salaries
 - ... Have a target hiring range from 50-100% BSN workers
- Many of the new graduates expressed an interest in working highly specialized areas such as emergency services, critical care (adult, children, and neonates) surgery, intensive care and women's health, which require a minimum of a bachelor's degree.
- There is a desire to continue to increase the percentage of BSN prepared nurses with a Florida Action Coalition goal of **80% BSN nurses** by 2020. According to a July 2016 Florida Center for Nursing Report of 2014-15 RN Supply there are 15,806 nurses estimated to be working in Orange and Osceola counties. Among those working nurses, Orange County documents only 48.5% of its 13,483 nurses hold a BSN. In Osceola County documents, only 43.5% of its 2,323 nurses hold a BSN.²² This data demonstrates that the need to move to the recommended 80% will increase the demand for BSN prepared nurses in the Valencia Service Area substantially.

PLANNING PROCESS

4.1 Summarize the internal planning process.

Valencia College has a robust and comprehensive new program development process that consists of three distinct phases. Each year the Office of Career and Workforce Education conducts an economic gap analysis using the data from Florida DEO, Economic Development Strategic Plan, and other resources to determine the workforce demand and unmet need for Valencia's service area. The purpose of the research is to determine the workforce gap and identify potential programs Valencia can offer to fill the gap. In June 2014, the college leadership approved the pursuit of the Bachelor of Science in Nursing. The Valencia planning process that follows is specific to the BSN Degree program.

Valencia College has a robust and comprehensive new program development process consisting of three distinct phases. The information that follows is part of Valencia's planning process, though some of it is specific to the Nursing BS Degree program. A table with this internal planning process specific to the proposed program follows on the next page.

²² Supplemental Materials B.1.6.I, Data Source References, Florida Center for Nursing, July 2016: 2014-15 RN Supply in Regional Workforce Board 12 and by County, p. 88

Phase 1- Exploration Process

- 1.0 Campus presidents explored potential new programs during fall enrollment planning using labor market data (data provided by the Office Career and Workforce Education (CWE)). **In July 2014, college leadership approved the BSN.**
- 2.0 Campus Presidents and Academic Deans also reviewed EMSI's Occupational Report for programs of interest. The Office of Career and Workforce Education provided the nursing occupations related workforce data for review.
- 3.0 Form design & development teams (DDT) for programs of interest. **Complete**

Phase 2 – Research Process

- 1.0 The CWE office worked with the dean and faculty and developed a plan and timeline to explore the program development process and the offering of the potential new program. **Complete**
- 2.0 Plan to contact Institutions offering the BSN Program and potential articulation opportunities. **Complete**
- 3.0 Connect with area healthcare employers regarding the nursing workforce need. **Nursing Summit was conducted on September 12, 2016.**
- 4.0 Review Accreditation/Licensure/Certification Requirements. **Complete**
- 5.0 Project Program Enrollment/Graduates/Completers. **Complete**
- 6.0 Project Potential Budget & Resource Needs. **Complete**
- 7.0 Preliminary Report of Findings for program(s) for recommendation to college senior team. **Complete**

Phase 3 – Design and Development Process

- 1.0 Review documentation required for accreditation (SACS & other accreditation, licensure/certification). **Will be submitted to SACSCOC post-State DOE approval; ACEN accreditation has been reviewed.**
- 2.0 Develop the timeline for FLDOE Baccalaureate Process (APPRiSe, Notice of Intent, Proposal Application, and FLDOE Board Approval). **Complete**
- 3.0 Review and visit other institutions offering the program. **Complete**
- 4.0 Business & industry involvement and partners – Establish Advisory Council. **Upon the program approval, the current AS Nursing Advisory Council will expand to reflect the bachelor degree as well as increase the membership**
- 5.0 Prepare and submit budget & resource needs plan. **Complete**
- 6.0 Develop curriculum for program and course(s). **Approved April 2017**
- 7.0 Develop potential articulation agreement. **Will establish upon BSN program approval**
- 8.0 Prepare marketing and communication plan (Office of Marketing & Communications, Office of College Transitions, The Grove, Web Services, etc.) Includes, notifying potential employers of impact, and information sessions for students. **Marketing and communication plan has been developed; to be implemented upon the approval of the program**

March 12, 2016 - The Office of Career and Workforce Education (CWE) conducted the Workforce Gap Analysis to determine the workforce demand, supply, and the unmet need in nursing. The findings were presented to the college leadership team, nursing dean, and nursing faculty which prompted the planning process for the BSN program.

March 23, 2016 - Risé Sandrowitz, Dean of Nursing; Falecia Williams, West Campus President; Nasser Hedayat, AVP Career and Workforce Education; Anne Peach, Future Vision Group, LLC; and Joan Tiller, Special Assistant, Office of the President; discussed potential student enrollment projections, program capacity, student pathways and progression, and program timeline.

March 30, 2016 - Dr. Falecia Williams, Dean Sandrowitz, Dr. Hedayat, and Joan Tiller discussed potential student enrollment projection, program capacity, student pathways and progression, and program timeline.

April 24, 2016 –Dean Sandrowitz and faculty discussed the potential for the BSN program at the Division meeting.

April 27, 2016 - Dean Sandrowitz shared the results of the workforce research with the A.S. Nursing Industry Advisory Council and informed them of Valencia's intent to submit a proposal for the Bachelor of Science in Nursing. Committee unanimously supported Valencia's plan for the development of BSN program.

June 27, 2016 – Entered in APPRiSe Valencia's request to offer the BSN program.

August 23, 2016 - Dean Sandrowitz, Dr. Falecia Williams, Dr. Hedayat, and Joan Tiller discussed student enrollment projections, program capacity, student pathways and progression, and program timeline.

September 12, 2016 - Valencia participated in a Nursing Summit with local healthcare leaders, UCF leaders and other state college leaders. The theme of the summit was to learn from workforce leaders the need for nurses in a variety of healthcare divisions.

November 3, 2016 - Dean Sandrowitz, Dr. Falecia Williams, Dr. Hedayat, and Joan Tiller discussed the student enrollment projections, program capacity, student pathways and progression, and program timeline.

December 7, 2016 – Valencia Board of Trustees approved Valencia's plan to offer BSN degree.

December 8, 2016 – Valencia submitted the Notice of Intent for the BSN program.

January 11, 2017 - Dean Sandrowitz, Dr. Falecia Williams, Dr. Hedayat, and Joan Tiller discussed the student enrollment projection, program capacity, student pathways and progression, and program timeline.

February 13, 2017 - Dean Sandrowitz, Dr. Falecia Williams, Dr. Hedayat, and Joan Tiller discussed student enrollment projections, program capacity, student pathways and progression, and program timeline.

February 24, 2017 - Conference call with Dean Mary Lou Sole related to the BSN program at UCF and the 3 state colleges. Dean Sole discussed the future capacity of UCF to be included in the report to reflect how UCF and the three state colleges will increase to meet the Region 12 needs over the next 5 years. This conference call was with Anne Peach, Joan Tiller and Dr. Sole.

4.2 Summarize the external planning process.

The Consortium Academic Coordination Committee (CACC) is charged to review regional plans and needs, with a particular focus on additional baccalaureate degree offerings. Where supported by regional workforce data, the CACC will support the addition of new degrees to a five-year master plan that will be submitted to the Central Florida Higher Education Consortium presidents for their approval. The CACC membership includes UCF and Valencia as Co-Chairs, and representatives of the DirectConnect state college institutions in Central Florida.

April 26, 2016- Valencia Team (Joan Tiller, Falecia Williams, Nasser Hedayat, and Rise Sandrowitz) met with Anne Peach on the Nursing Summit.

April 29, 2016- The CACC reviewed its charge and clarified the work flow process for consideration of new baccalaureate degrees. Dr. Jeff Jones, Vice Provost for Regional Campuses, UCF and Dr. Susan Ledlow, VP, Academic Affairs & Planning, Valencia were selected as Co-Chairs. The Committee decided to hold meetings after the baccalaureate liaison meetings at the Council of Instructional Affairs for the Florida College System. The group also agreed that because the APPRiSe process and approval from SACS takes over a year, Consortium members can submit pre-proposals for new degrees into APPRiSe before CACC approval.

June 8, 2016 – CACC members agreed upon the principles by which decisions would be made, with workforce need being first on the list of criteria. The W Regional Education Workforce Sub-Committee was commissioned by CACC, with Dr. Nasser Hedayat, AVP Career and Workforce Education, Valencia and Dr. Eugene Jones, AVP Baccalaureate & Workforce Programs, Lake-Sumter State College. Committee members also included representatives from UCF and other state colleges of DirectConnect. The Regional Education Workforce Sub-Committee outlined the types of data that might be considered in addition to the labor market data available, such as employer surveys, industry reports, and changes in certifications or education levels required for employment. CareerSource Central Florida²³ was invited to the meeting and it was agreed to have representatives of all DirectConnect regions going forward at CACC meetings. Consortium members shared plans for new degrees.²⁴

June 21, 2016 – Dean Sandrowitz met with Mary Lou Sole, UCF Dean of Nursing.

June 29, 2016 – Representatives from Region 12 state colleges (Valencia College, Seminole State College of Florida, and Lake Sumter State College) met with Anne Peach, Future Vision Group, LLC for curriculum planning.

July 6, 2016 – Workforce group reviewed Valencia's service area workforce demand, supply, and unmet need data, and unanimously agreed to forward the findings to CACC.²⁵

July 6, 2016 – Dean Sandrowitz met with Mary Lou Sole, UCF Dean of Nursing.

²³ Supplemental Materials, Community Support B.1.3.C Letter of Support on p. 51, Career Source Central Florida

²⁴ Supplemental Materials, Meeting Minutes & Notes B.1.2.A-DirectConnect to UCF, Consortium Academic Coordination Committee, Central Florida Higher Education Consortium – 2016 Annual Report, pp. 45-47

²⁵ Supplemental Materials, Meeting Minutes & Notes B.1.2.B- Regional Education Workforce Sub-Committee of the Consortium Academic Coordination Committee, p. 44

August 26, 2016 – Representatives from Region 12 state colleges (Valencia College, Seminole State College of Florida, and Lake Sumter State College) met with Anne Peach, Future Vision Group, LLC for curriculum planning.

September 12, 2016 - The state colleges working together with the major healthcare employers, healthcare leaders and the University of Central Florida held a Nursing Summit.²⁶ In preparation for the Summit, interviews with the major healthcare employers in the region were conducted. A review of state and regional nursing workforce supply and demand data, trends, and forecasts was reviewed. Based on the data and interviews, the conclusion was that the need for nurses will continue to increase in Region 12 over the next ten years with **predicted shortages in specialty areas**. While the majority of the registered nurse workforce is employed in Orange County, the population growth will continue in Osceola, Lake-Sumter, and Seminole counties. Most health care leaders agree that the employees of choice are those nurses with a BSN degree or above.

September 12, 2016 - The CACC reviewed the nursing data from the Regional Education Workforce Sub-Committee and supplemental data provided in the Region 12 Nursing Summit. The Deans of Nursing from Eastern Florida, Lake-Sumter, Seminole, Valencia, and UCF were invited as guests to the meeting to present their needs and concerns, especially concerns of the concurrent nursing programs if new BSNs were approved. The committee decided that more internal dialogs were needed at the respective institutions and deferred the decision until the next meeting.

October 24, 2016 - Following the Summit, a Regional Planning Team met to discuss to provide recommendations to the state college presidents. The team included educational leaders from UCF, Lake-Sumter, Seminole and Valencia, along with healthcare leaders of the largest healthcare providers. The group unanimously supported investigating the opportunity to offer the ASN and BSN degrees at the three State Colleges (Lake-Sumter State College, Seminole State College, Valencia College) in addition to the UCF concurrent programs.

October 31, 2016 - The CACC endorsed the BSN proposal by Valencia College with the caveat that Valencia would continue their concurrent programs with UCF. It was decided that the three colleges in Region 12 would submit their proposals to DOE together and use the same workforce data. Eastern Florida will submit their proposal individually as their workforce data is in Region 13.

In Region 12, University of Central Florida is the only state university to offer a generic BSN or BSN completion program. While there are several "for profit" nursing programs which reflects a variance of quality based on the state board results (NCLEX), and the cost is significantly higher than the Florida state colleges and universities.

November 3, 2016 – 5-hour meeting to discuss curriculum, staffing, facilities, capacity for students, and cost of BSN programs at each of the three state colleges. Representatives included: Nasser Hedayat, Joan Tiller, Angela Kersenbrock, Cheryl, Cicotti, Eugene Jones, and Anne Peach.

²⁶ Supplemental Materials, Valencia Documentation, B.1.1.E- Regional Nursing Summit Invitation from Dr. Sandy Shugart, President, Valencia College, p. 43

November 16, 2016 – Representatives from Region 12 state colleges (Valencia College, Seminole State College of Florida, and Lake Sumter State College) met with Anne Peach, Future Vision Group, LLC for curriculum planning.

December 6, 2016 – Ms. Michelle Terrell, Director Work-Based Learning, Internship & Workforce Services, Valencia College, met with Tracy Turk, Director, Business Development, Orlando Economic Development Commission to discuss the potential BS in Nursing at Valencia College.²⁷

December 13, 2016 – Dr. Hedayat, Valencia College, met with Mr. Jacob Stuart, President of Central Florida Partnership to discuss the potential BS in Nursing at Valencia College.²⁸

December 16, 2016 - Anne Peach conducted a Regional BSN Nursing Consortium Planning Meeting to develop one method to submit data to the state and continue the “consortium approach” to demonstrate a regional plan. Attending: Cheryl Cicotti and Angela Kersenbrock of Seminole State College, Sue Fagan, Nasser Hedayat, Risë Sandrowitz, and Joan Tiller of Valencia College, and Douglas Wymer of Lake-Sumter State College.²⁹

January 20, 2017 – Representatives from Region 12 state colleges (Valencia College, Seminole State College of Florida, and Lake Sumter State College) met with Anne Peach, Future Vision Group, LLC for curriculum planning.

March 24, 2017 – Representatives from Region 12 state colleges (Valencia College, Seminole State College of Florida, and Lake Sumter State College) met with Anne Peach, Future Vision Group, LLC for curriculum planning.

4.3 List of engagement activities; this list shall include APPRiSe, meetings, and other forms of communication among institutional leadership regarding evidence of need, demand, and economic impact.

APPRiSe	Date(s)	Institution	Description of activity
June 27, 2016 Public universities in college's service district	Jun. 2015 - Nov. 2016	University of Central Florida	Valencia leadership team had held several conversations with the UCF leadership regarding Valencia's proposal for the BSN program. UCF leadership is in full support of Valencia's proposal.

²⁷ Supplemental Materials, Community Support B.1.3.B Letter of Support on p. 50, Orlando Economic Development Commission-Porter

²⁸ Supplemental Materials, Community Support B.1.3.D Letter of Support on p. 52, Central Florida Partnership-Stewart

²⁹ Supplemental Materials, Meeting Minutes & Notes, B.1.2.C Regional BSN Nursing Consortium Planning Meeting Summary Notes, p. 48

APPRiSe June 27, 2016	Date(s)	Institution	Description of activity
	July 6, 2016	Regional Education Workforce Sub-Committee of the Consortium Academic Coordination Committee	Committee of representatives from DirectConnect Institutions met to discuss regional workforce demands for determining appropriate program development. Institutions represented were: UCF, Central Florida State College, Daytona State College, Lake-Sumter State College, Seminole State College, and Valencia College.
	July 20, 2016	Nursing Deans' Curriculum Planning Group (Seminole, Valencia, Lake-Sumter)	Nursing deans discussed the required curriculum for the BSN program
	Aug. 26, 2016	State College and UCF Regional Meeting	Review of actions completed
	Sept. 1, 2016	Nursing Summit	Sent invitation to attendees with presentation for review prior to summit.
	Sept. 12, 2016	Nursing Summit	Review RN vacancies and projected needs
	Sept. 12, 2016	Regional Education Workforce Sub-Committee of CACC	Group discussion on workforce demand
	Oct. – Dec. 2016	Numerous emails and Telephone conversations	Planning for BSN and NOI
	Oct. 11, 2016	Meeting of Dr. Kersenbrock-Seminole State, Dr. Jones-Lake-Sumter State; Dr. Hedayat-Valencia	Planning for BSN and NOI
	Oct. 24, 2016	Regional Nursing Summit Subcommittee	To discuss planning for the programs and review of the workforce group report
	Oct. 31, 2016	Regional Education Workforce Sub-Committee of CACC	Presented the workforce demand report to CACC
	Nov. 11, 2016	Email from Dr. Jeff Jones, UCF	Documentation of UCF support of the state colleges to pursue the BSN
	Nov. 21, 2016	Meeting of Dr. Kersenbrock-Seminole State, Dr. Jones-Lake-Sumter State; Dr. Hedayat-Valencia	To review the NOI for nursing and collaborated on the reporting

APPRiSe June 27, 2016	Date(s)	Institution	Description of activity
	Nov. 21, 2016	University of Phoenix	Met with Brian Lucas the Orlando Campus Director and the Academic Director Dr. Bob Armbruster. Discussed future collaborations and potential BSN to MSN articulation between the two institutions.
	Nov. 21, 2016	Adventist University of Health Sciences	Anne Peach communicated with Adventist University leadership regarding Valencia proposal.
	Dec. 1, 2016	Herzing University-Winter Park	Discussed Valencia proposal and potential articulation with Herzing University representatives.
	Dec. 1, 2016	Keiser University	Sent email to Dean Matos, no response.
	Apr. 12, 2016	Adventist University of Health Sciences	Anne Peach discussed the BSN program with Dr. Edwin Hernandez, Provost and Dr. Len Archer, Vice President for Academic Administration.
	Apr. 19, 2017	Keiser University	Followed up with a new email to Dean Sparks, no response.

ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS

5.1 Provide a brief explanation of the sources and amounts of revenue that will be used to start the program.

The projected enrollment for Valencia's Bachelor of Science in Nursing program is based on Valencia's current AS degree graduates. **New Admissions:** The college expects to admit 250 students in 2017-18, and 300 in 2018-19, and 360 students each year afterward. **Total Enrollment:** 1st year, 250; 2nd year, 550; 3rd year, 660; and in the 4th year, 720.

Tuition: Revenue is based on planned student enrollment as outlined in Appendix Table A.2 with the assumption that all of student enrollment is resident based. No tuition increases are projected over the four years in the table.

College Operating Funds: The Dean of Nursing, Risë Sandrowitz of Valencia's West Campus, has been overseeing the development of the BSN program and will continue in this role after the program approval. In addition, a full-time faculty will be given 20% release time to assist with the program administration.

During the first full academic year (2017-18) the college anticipates incurring operational expenses for the BSN upper-level courses at a projected amount of \$379,145. This includes salaries and fringes, faculty & staff Professional Development (PD) including travel, instructional material & supplies, and minor equipment for faculty (full-time and part-time), student services/advising (career program advisors), and other support staff (tutors and an administrative assistant) in the BSN program. Due to projected enrollment growth, the college anticipates an operating cost of \$762,162 for 2019-20, \$1,079,314 for 2019-20, and \$1,123,462 for the year 2020-21. Any future tuition increases have not been incorporated in these calculations. At this time, special equipment purchases are not required for this program.

Nine current full-time faculty with doctoral credentials who have expressed an interest in teaching the upper-level courses, Dean Sandrowitz has also secured two new full-time tenure track faculty to start teaching the upper-level courses in the first year. An additional three faculty will be hired in years two and three.

Valencia College is committed to quality education. The college's Human Resources (HR) office has adopted a strong PD program for all faculty and staff. The PD program includes professional leadership, in-service training opportunities for best teaching practices, and profession enhancement opportunities. This includes tuition reimbursement which two additional faculty are using to complete their doctoral degrees in Nursing (2019).

Student services support (Baccalaureate Nursing Advisors ^{BSN Advisors}) will provide exploration and clarification of career and educational options through expert academic advising and planning, awareness of business and industry needs and opportunities, develop a culture that appreciates lifelong learning, and prepares students for placement in a high wage/high skill careers in nursing. Valencia's program will add a BSN advisor in each of Year 1, Year 2 and Year 3. These three advisors will be constant each year thereafter.

Travel funds will support faculty and student services advisors for meetings and professional growth. Materials and supplies cover recruiting materials as well as supplies and materials for faculty use in the classroom. The program will have one part-time Federal Work Study tutor in Year 1, and add another in Year 2. An administrative assistant will be added in Year 2 to support the needs of five faculty and two advisors.

For program budgeting purposes only "new" program expenditures have been included thus no revenue from the Florida College System Program Fund has been included since these costs are already a component of the College's recurring operating budget.

Other Student Fees: There are no anticipated lab fees at this time.

5.2 Provide a narrative justifying the estimated and projected program enrollments, outcomes, revenues and expenditures as they appear in Appendix Table A.2.

The projected enrollment for Valencia's Nursing BS program is based on current college A.S. degree graduates. The college expects to admit 250 students in 2017-18, and 300 students in 2018-19, and 360 each year afterward.

Total Enrollment: 1st year, 250; 2nd year, 550; 3rd year, 660; and 4th year, 720.

During the first full academic year (2017-18) the college anticipates to incur operational expenses for the BSN upper-level courses is projected to be \$379,145 that includes faculty (full-time and part-time) salaries, faculty & staff Professional Development including travel, instructional material & supplies, minor equipment, and program marketing. Due to projected enrollment growth the college anticipates an operating cost of \$762,162 for 2019-20, \$1,079,314 for 2019-20, and \$1,123,462 for year 2020-21. Any future tuition increases have not been incorporated in these calculations. At this time, special equipment purchases are not required for this program.

The projected budget ([Appendix Table A.2.](#)) adequately reflects the needed annual budget through 2020-2021 to support instruction, faculty & staff professional development, student services and support system, program marketing material, and the necessary materials and supplies.

STUDENT COSTS: TUITION AND FEES

- 6.1 Anticipated cost for a baccalaureate degree (tuition and fees for lower and upper division credit hours) at the proposing FCS institution (tuition and fees x credit hours).

	Cost per cr. hr.			Number of credit hours		Total cost
Tuition & Fees for lower div.: <i>AS degree = 72 cr. hrs.</i> <i>Completion of Gen. Ed. = 18 cr. hrs.</i>	\$103.06	X	Credit hours	90	=	\$9,275.40
Tuition & Fees for upper division:	\$112.19	X	Credit hours	30	=	\$3,365.70
Tuition & Fees (Total) X			Credit hours	120	=	\$12,641.10

- 6.2 Estimated cost for a baccalaureate degree (tuition and fees) at each state university in the college's service district.

University of Central Florida:

Tuition & Fees:	\$212.28	X	Total Cr. Hrs.	120	=	\$25,473.60
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- 6.3 Estimated cost for a baccalaureate degree (tuition and fees) at each nonpublic institution in the college's service district (if available) *

* [Note: Information below current as of 9/27/2016]

Institution Name: **Adventist University of Health Sciences (Florida Hospital):**

Tuition & Fees:	\$430	X	Total Cr. Hrs.	120	=	\$51,600
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Institution Name: **Herzing (Winter Park):**

Tuition & Fees:	\$570	X	Total Cr. Hrs.	120	=	\$68,400
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Institution Name: **Keiser University (Orlando):**

Tuition & Fees:	\$591	X	Total Cr. Hrs.	120	=	\$56,736
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Institution Name: **University of Phoenix (Orlando):**

Tuition & Fees:	\$415	X	Total Cr. Hrs.	120	=	\$49,800
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Note. *If the institution does not provide the tuition cost per credit hour, please provide the cost information provided on the institution's website.

PROGRAM IMPLEMENTATION TIMELINE

7.1	APPRISe notice:	June 2016
7.2	Board of Trustees approval:	October 2016
7.3	Notice of Intent:	January 2017
7.4	Completed proposal submission:	April 2017
7.5	Targeted State Board of Education consideration:	July 2017
7.6	SACSCOC accreditation at a more advanced level:	June 2017
7.7	Targeted initial teacher preparation program approval (if applicable):	n/a
7.8	Targeted date upper division courses are to begin:	May 2018

FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

- 8.1 Describe the existing facilities and equipment that will be utilized for the program.

The Nursing Division currently has two dedicated general lecture rooms (40-student capacity), two meeting rooms with a capacity of 120 and one with a capacity of 220. There are 28 offices for program faculty, advisors, and administrators.

The Valencia College Nursing Division Learning Outcomes and Performance Indicators for the AS in Nursing includes five nursing labs equipped with robust state of the art equipment (multiple simulators & simulator types) and joint use facilities (including an ambulance). Students in the BSN program will have completed these successfully prior to entering the bachelor program where the upper division course work will reinforce outcomes and performance. For this reason, no additional equipment will be required.

- 8.2 Describe the new facilities and equipment that will be needed for the program (if applicable).

The majority of the coursework in the BSN will be hybrid; current computer labs, general classrooms, and faculty offices are more than adequate to support the required upper-level courses for the first four years of the BSN program. Also, Valencia's Office of Information Technology is currently in the final stages of a project to significantly increase the available bandwidth to the internet. This will facilitate the additional demands of these new students' online access. The college leadership is also committed to allocate additional resources as needed.

LIBRARY AND MEDIA SPECIFIC TO PROGRAM AREA

9.1 Describe the existing library and media resources that will be utilized for the program.

Valencia supports the research and educational needs of students, faculty, and staff by providing collegewide access to library resources and services consistent with the degrees offered at the institution. Full-service libraries are located on all of Valencia's campuses. The current library collections on Valencia's West Campus (campus identified to house the B.S. Nursing program) include more than 282 books, 79 e-books, 6 audiovisual materials, 413 serial subscriptions, and 28 online databases. All students, including those predominantly engaged in distance learning, have access to online databases, e-book collections, and online library instruction tutorials. Through a statewide reciprocal agreement, students also have access to library materials from Florida public colleges and universities.

Valencia's librarians conducted a thorough inventory of library/media resources to identify current holdings that support the BS Nursing program, including books, e-books, audiovisual materials, serial subscriptions and online databases as illustrated in Table below:

**Existing Library/Media Resources
Relevant to the BS Nursing**

Program	Books	e-Books	Periodicals	Audiovisuals	Databases
BS in Nursing	282	79	413	6	28

9.2 Describe the new library and media resources that will be needed for the program (if applicable).

Valencia librarians have projected a cost of approximately \$3,373 for new library/media resources, spread out over a 3-year period, needed to support the proposed BSN. Valencia LRC staff consulted with Valencia faculty as well as resource personnel at UCF to identify relevant references and resources to support the proposed curriculum.

Strategies used to identify appropriate baccalaureate level materials for the Bachelor's degree in Nursing program include:

- Consultation of Choice, the premier review journal for new academic titles
- Review of holdings at other Florida community college libraries
- Review of UCF holdings

The new materials needed are summarized in the table below and itemized with their initial costs in supplemental materials.³⁰

**New Library/Media Resources
Relevant to the BS Nursing**

Program	Books	e-Books	Periodicals	Audiovisuals	Databases
BS in Nursing	23	0	0	0	0

³⁰ Supplemental Materials, Valencia Documentation, B.1.1.B, Itemized New Library/Media Resources Needed, pp. 37.

ACADEMIC CONTENT

10.1 List the admission requirements for the program.

Students must:

Complete the common prerequisites for nursing with a grade of "C or better

AND — Complete or in the process of completing the General Education ^(Gen Ed) requirements at Valencia College;

OR — Have earned an Associate of Arts Degree from a Florida public institution;

OR — Earned the equivalent from another accredited college or university

In addition to Valencia Colleges general admission requirements as described in the Valencia College catalog, students wishing to apply to the BSN program must meet the following additional requirements at the time of application:

- Associate of Science in Nursing (ASN) degree from a regionally accredited school of nursing
- Minimum overall GPA 2.5 on a 4.0 scale
- Current unencumbered Florida RN licensure
- Submit an admission application to both Valencia College and the Valencia Department of Nursing
- Satisfactory completion of a criminal background check, fingerprints, and drug screen through the selected college provider **OR** have satisfactorily completed these requirements within the past 2 years.

10.2 What is the estimated percentage of upper division courses in the program that will be taught by faculty with a terminal degree?

The estimated percentage of upper division courses in the program that will be taught by faculty holding doctoral degrees in year 1 will be 35%. This will increase in year two and thereafter to 42%.

10.3 What is the anticipated average student/teacher ratio for each of the first three years based on enrollment projections?

The average student/faculty ratio will be 30:1. This practice will be maintained for the first four years.

10.4 What is the anticipated SACSCOC accreditation date, if applicable?

Valencia College became accredited at Level 2 in the 2009-10 academic year. Valencia will submit a Substantive Change Prospectus to SACSCOC describing the new program. The SACSCOC application will be submitted by June 2017.

10.5 What is the anticipated Florida Department of Education initial teacher preparation approval date, if applicable?

N/A

10.6 What specialized program accreditation will be sought, if applicable?

Valencia's Associate in Science degree in nursing program is accredited by the State Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN). Valencia will seek accreditation for the Bachelor of Science in Nursing program from the same agency in Year 2.

10.7 What is the anticipated specialized program accreditation date, if applicable?

Valencia will submit application for candidacy in May 2018 and seek approval in 2019 with first graduating class.

10.8 Are there similar programs listed in the Common Prerequisites Manual for the CIP code (and track, if any) proposed for this program? ☒ Yes ☐ No

CIP 51.3801, Track 2, AS to BS

10.9 List the established common prerequisites for this CIP code (and track, if any) as listed in the Common Prerequisites Manual proposed for this program:

CIP 51.3801, Track 2, AS to BS lists the following common prerequisites:

BSCX085C OR — BSCX085/X085L OR — BSCX093C OR — BSCX093/X093L	AND DEPX004 OR — DEPX054 OR — DEPX000 OR — DEPX414	AND PSYXXXX OR — SOPXXXX OR — SYGXXXX
AND BSCX086C OR — BSCX086/X086L OR — BSCX094C OR — BSCX094/X094L	AND HUNX201 OR — NURX192 OR — NURX180	AND STAX014 OR — STAX023 OR — STAX122 OR — STAX022
AND CHMXXXX OR — BSCXXXX OR — BCHXXXX OR — PCBXXXX OR — PHYXXXX	AND MCBXX010C OR — MCBX010/010L OR — MCBXX013C OR — MCBX013/013L OR — MCBX000/000L OR — MCBX004/004L	

See p. 38 for screen shot of Common Prerequisites Manual for this CIP code. B.1.1.C

10.10 Describe any proposed revisions to the established common prerequisites for this CIP (and track, if any).

None

- 10.11 List all courses required once admitted to the baccalaureate program by term, in sequence. For degree programs with concentrations, list courses for each concentration area. Include credit hours per term, and total credits for the program:

B.S. in Nursing

YEAR I - TERM 1

Course No.	Course Title	Cr. Hr.
ENC1102	English Comp II	3
SPC1608	Fundamentals of Speech	3
Humanities	See Gen. Ed. Requirement	3
MAC1105	College Algebra	3
NUR3825	Professional Role Transformation*	3
NUR3125	Pathophysiology for Nursing Practice*	3
Year 1, Term 1 Shared Course Sub-Total		18

YEAR I - TERM 2

Course No.	Course Title	Cr. Hr.
STA2023	Statistical Methods (Common Prerequisite)	3
Social Science	See Gen. Ed. Requirement	3
NUR XXXX	Elective (3000 or 4000 Level course)	3
NUR 3634	Community/Public Health in Nursing*	4
NUR 3169	Evidence and Research in Nursing Practice* (Min grade C STA2023)	3
Year 1, Term 2 Shared Course Sub-Total		16

YEAR I - TERM 3

Course No.	Course Title	Cr. Hr.
NUR XXXX	Elective (3000 or 4000 Level course)	3
NUR 4655	Diversity and Global Trends in Nursing*	3
NUR 4837	Health Care Policy and Economics in Nursing*	3
NUR 4829	Leadership and Management in Nursing*	3
NUR 4945C	Nursing Capstone (Core RN courses)	2
Year 1, Term 3 Shared Course Sub-Total		14

* Admission to the B.S. degree in Nursing is required to take these courses

Baccalaureate in Nursing Program

ASN Credits Transferred In	72
Baccalaureate Credit Hours	48
Total	120

Electives

Course No.	Course Title	Cr. Hr.
NUR 3145	Pharmacology*	3
NUR 3870	Informatics in Healthcare*	3

^ Students transferring with the following courses will satisfy the Elective Requirements:
NUR 3289, NUR 3678, NUR 4257C, NUR 4888, HSC 4405

* Admission to the B.S. degree in Nursing is required to take these courses

- 10.12 Is the program being proposed as a limited access program? (If yes, identify admission requirements and indicate enrollment capacity):
- ☐ Yes ☒ No

PROGRAM TERMINATION

11.1 Plan of action if program must be terminated, including teach-out alternatives for students.

Valencia has a detailed process for program discontinuation. The following steps will be taken if in the event that it becomes necessary for Valencia to terminate the BS in Nursing program.

Based on a program review or evaluation, including a comprehensive analysis of workforce demand, enrollment data, completion rates, job placement rates, college resources, and community needs warrants program termination, the college will make a good faith effort to inform and assist affected students, faculty, administrative and support staff in a timely manner to provide minimal disruption to their course of study or professional careers.

The lead academic dean in the program area will develop a Teach-Out Plan for the discontinuation of the program. The plan will include the date of closure for the program and communication with students, faculty and staff about the closing of the program.

- Establish a phase-out timeline.
- Students who will be affected by the closing of the program will be notified and provided information about the discontinuation of the program. Students will be provided with program options (if any), and how required courses within the program will be scheduled and offered so that students interested can complete their program within a specified period of time.
- Faculty and staff related to the program will be informed about the discontinuation of the program. The college will review other potential program areas of need in which faculty are qualified to teach and/or provide assistance in identifying other institutions with potential employment opportunities (if needed).
- Develop and submit a Plan for Discontinuation for SACSCOC approval in advance of implementation of the discontinuation.
- Notification of the discontinuation will be submitted to the Florida College System.
- Other state colleges offering the program locally have agreed to accept students who desire to complete outside of the phase-out timeline.
- External accreditation will be notified of the discontinuation (if applicable).

Appendix Table A.1.

INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION OF APPENDIX TABLE A.1.1 and A.1.1.2: To complete the following table, use the CIP to Standard Occupational Classification (SOC) crosswalk of the U.S. Department of Education to identify the SOC codes for occupations associated with the proposed program's CIP code. Fill in Table A.1.1 using the employment projections data produced by the Florida Department of Economic Opportunity (DEO), pursuant to Section 445.07, F.S., for the workforce region aligned with the college's service district for each SOC code associated with the proposed program's CIP code. The employment projections data may be accessed at <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>. For proposed programs without a listed SOC linkage, identify the appropriate SOC codes for which the program prepares graduates. Insert additional rows as needed. The total job openings column value shall be divided by eight to reflect total annual job openings. The annualized salary shall be calculated by multiplying the average hourly wage times 40, and then multiplying that value times 52. Complete table A.1.1.2 in the same manner as A.1.1 for any additional sources of employment projections. Duplicate Table A.1.1.2 for additional sources as needed.

DEMAND: FLORIDA DEPARTMENT OF ECONOMIC OPPORTUNITY (DEO) EMPLOYMENT PROJECTIONS										
A.1.1	Occupation		Number of Jobs					Salary		Education Level
Name/Title	SOC Code	County/Region	Base Year 2016	Projected Year 2024	Level Change	Total Job Openings (divided by 8)	Avg. Hourly Wage	Annualized Salary		
Nursing Instructors and Teachers, Postsecondary	251072	Orange & Osceola	297	367	70	14	\$39.80	\$82,787		Master's or higher
Registered Nurses	291141	Orange & Osceola	16,646	20,259	3,613	838	\$30.12	\$62,650		Associate
Total within CIP to SOC Crosswalk						852	\$34.96	\$72,719		

DEMAND: OTHER ENTITY INDEPENDENT OF THE COLLEGE (LIST NAME AND ADDRESS OF OTHER ENTITY HERE)

A.1.1.2 Name/Title	Occupation	SOC Code	County/ Region	Number of Jobs			Salary		Education Level	
				Base Year 2016	Projected Year 2024	Level Change	Total Job Openings (divided by 8)	Avg. Hourly Wage		Annualized Salary
								\$--,--	\$--,--	
								\$--,--	\$--,--	
								\$--,--	\$--,--	
								\$--,--	\$--,--	
								\$--,--	\$--,--	
								\$--,--	\$--,--	
								\$--,--	\$--,--	
				Total			---	\$--,--	\$--,--	

INSTRUCTIONS FOR COMPLETING THE SUPPLY SECTION OF APPENDIX TABLE A.1.2: To complete the following table, use the Integrated Postsecondary Education Data System of the National Center for Education Statistics to identify the number of degrees awarded by other regionally accredited postsecondary institutions in the college's service district under the same or related CIP code(s) as the proposed program. The data center is located at <http://nces.ed.gov/ipeds/datacenter/>. Include degrees awarded for the most recent year available and for the four prior years for each program. If the program has not had degrees awarded for five years or more, add the degrees awarded for the years available, and divide by that number of years, for the average.

SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM

A.1.2	Program: Nursing		Number of Degrees Awarded					5-year average or average of years available if less than 5 years
	Institution Name	CIP Code	Prior Year 4 2010/11	Prior Year 3 2011/12	Prior Year 2 2012/13	Prior Year 1 2013/14	Most Recent Year 2014/15	
	Adventist University of Health Sciences	51.3801	190	169	186	147	155	169
	Herzing University-Winter Park	51.3801	0	0	0	0	7	4
	Keiser University-Fort Lauderdale with Orlando campus	51.3801	30	35	28	43	48	37
	University of Central Florida	51.3801	118	145	181	196	203*	170*
	University of Phoenix-Florida	51.3801				11	9*	10*
Total							422	390

* The numbers were reduced to reflect the percentage of students in Valencia College Service District:

- ... As indicated by University of Central Florida (see letter of support on p. 55).
- ... As indicated by University of Phoenix (see letter of support on p. 56).

INSTRUCTIONS FOR COMPLETING THE ESTIMATES OF UNMET NEED SECTION OF APPENDIX TABLE A.1.3: To complete the following table, column A should be derived from Tables A.1.1 and A.1.1.2 and the totals in columns B and C should be derived from Table A.1.2. Input the figures in the "Total" row in Table A.1.1 and A.1.1.2 for total job openings and Table A.1.2 for most recent year and 5-year average (these figures should be same for all sources). The range of estimated unmet need should be derived from 1) subtracting the figure in column B from the figure in column A and 2) subtracting the figure in column C from the figure in column A. Add rows for additional sources as needed.

ESTIMATES OF UNMET NEED					
A.1.3	DEMAND	SUPPLY		RANGE OF ESTIMATED UNMENT NEED	
	(A)	(B)	(C)	(A-B)	(A-C)
	Total Job Openings (divided by 8)	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference
Total	852	422	390	430	462

Appendix Table A.2

INSTRUCTIONS FOR COMPLETING THE PROJECTED BACCALAUREATE PROGRAM ENROLLMENT SECTION OF APPENDIX TABLE A.2:

To complete the following table, enter the projected enrollment information for the first four years of program implementation. Unduplicated headcount enrollment refers to the actual number of students enrolled. Full-time equivalent (FTE) refers to the full-time equivalent of student enrollment.

PROJECTED BACCALAUREATE PROGRAM ENROLLMENT

		Year 1 18/19	Year 2 19/20	Year 3 20/21	Year 4 21/22
A.2.1	Unduplicated headcount enrollment:				
A.2.1.1	Admitted Student Enrollment (First-time)	250	300	360	360
A.2.1.2	Total Admitted Student Enrollment	250	550	660	720
A.2.2	FTE Enrollment:				
A.2.2.1	Program Student Credit Hours (Resident)	4,500	9,900	11,886	12,960
A.2.2.2	Program Student Credit Hours (Non-Resident)	0	0	0	0
A.2.2.3	Total Program Student Credit Hours	4,500	9,900	11,886	12,960
A.2.2.4	FTE (30 credits) – (Resident)	150	330	396	432
A.2.2.5	FTE (30 credits) – (Non-Resident)	0	0	0	0
A.2.2.6	Total Program FTE	150	330	396	432

INSTRUCTIONS FOR COMPLETING THE PROJECTED DEGREES AND WORKFORCE OUTCOMES SECTION OF APPENDIX TABLE A.2: To complete the following table, enter the projected number of degrees awarded, the projected number of graduates employed and the projected average starting salary for program graduates for the first four years of program implementation.

PROJECTED DEGREES AND WORKFORCE OUTCOMES

		Year 1 18/19	Year 2 19/20	Year 3 20/21	Year 4 21/22
A.2.3	Degrees	0	250	300	360
A.2.4	Number Employed		250	300	360
A.2.5	Average Starting Salary	\$61,543	\$62,224	\$62,912	\$63,608

INSTRUCTIONS FOR COMPLETING THE REVENUES AND EXPENDITURES SECTION OF APPENDIX TABLE A.2: To complete the following table, enter the projected program expenditures and revenue sources for the first four years of program implementation.

	Year 1 18/19	Year 2 19/20	Year 3 20/21	Year 4 21/22
REVENUES AND EXPENDITURES				
I. PROJECTED PROGRAM EXPENDITURES				
INSTRUCTIONAL				
1. Faculty Full-Time FTE	2.00	5.00	8.00	8.00
2. Faculty Part-Time FTE	2.50	3.32	1.67	2.67
1. Faculty Full-Time Salaries/Benefits	177,923	462,778	754,964	769,482
2. Faculty Part-Time Salaries/Benefits	62,190	84,578	43,118	70,316
3. Faculty Support: Lab Assistants	0	0	0	0
OPERATING EXPENSES				
1. Academic Administration	20,000	20,400	20,808	21,224
2. Materials/Supplies	7,500	15,000	20,000	20,000
3. Travel	6,000	14,000	20,000	20,000
4. Communication/Technology	0	0	0	0
5. Library Support	0	0	0	0
6. Student Services Support	49,200	100,368	100,368	102,375
7. Professional Services	2,500	2,500	0	0
8. Accreditation	0	15,000	0	0
9. Support Services	50,792	62,538	63,788	65,064
CAPITAL OUTLAY				
1. Library Resources	1,124	1,124	1,124	0
2. Information Technology Equipment	9,000	21,000	33,000	33,000
3. Other Equipment	6,000	14,000	22,000	22,000
4. Facilities/Renovation	0	0	0	0
TOTAL PROJECTED PROGRAM EXPENDITURES	\$395,729	\$762,162	\$1,079,171	\$1,123,462

	Year 1 18/19	Year 2 19/20	Year 3 20/21	Year 4 21/22
II. NATURE OF EXPENDITURES				
1. Recurring	376,105	762,162	1,023,046	1,068,462
2. Nonrecurring	19,624	42,624	56,124	55,000
TOTAL	\$395,729	\$762,162	\$1,079,171	\$1,123,462
III. SOURCES OF FUNDS				
A. REVENUE				
1. Special State Nonrecurring	0	0	0	0
2. Upper-level - Resident Student Tuition Only	413,055	908,721	1,090,465	1,189,598
Upper-level - Nonresident Student Fees Only	0	0	0	0
Upper-level - Other Student Fees	0	0	0	0
3. Contributions or Matching Grants	0	0	0	0
4. Other Grants or Revenues	0	0	0	0
5. Florida College System Program Funds	0	0	0	0
6. Unrestricted Fund Balance	0	0	0	0
7. Interest Earnings	0	0	0	0
8. Auxiliary Services	0	0	0	0
9. Federal Funds – Other	0	0	0	0
B. CARRY FORWARD	0	\$17,326	\$121,260	\$132,555
TOTAL FUNDS AVAILABLE	\$413,055	\$926,047	\$1,211,726	\$1,322,153
TOTAL UNEXPENDED FUNDS (CARRY FORWARD)	\$17,326	\$121,260	\$132,555	\$198,691

Supplemental Materials

SUPPLEMENTAL MATERIALS

- B.1 Summarize any supporting documents included with the proposal, such as meeting minutes, survey results, letters of support, and other supporting artifacts.

Supporting Document Listing

B.1.1 Valencia Documentation.....pp. 34-43

- A Presentation: Valencia District Board of Trustees, Dec. 7, 2016-Survey results (ref. p. 19)
- B Valencia New Library/Media Resources Needed (ref. p. 19)
- C Common Prerequisites for CIP 51.3801 Track 2 (ref. p. 21)
- D Healthcare Leaders & Educators Interviewed (ref. p. 5)
- E Executive Summary, A. Peach, MSN, RN, NEA-BC, Future Vision Group, LLC. (ref. p. 6, 12)
- F Regional Nursing Summit Invitation (Summit ref. pp. 5, 9, 12)

B.1.2 Meeting Minutespp. 44-48

- A DirectConnect to UCF, Consortium Academic Coordination Committee, Central Florida Higher Education Consortium-2016 Annual Report (work ref. pp. 3, 11, 13, and 14)
- B Regional Education Workforce Sub-Committee, July 6, 2016 (ref. p. 14)
- C Regional BSN Nursing Consortium Planning Meeting (ref. p. 13)

B.1.3 Letters of Support-Organizations and Community Leaderspp. 49-52

- A Florida Center for Nursing: Brunell (FCN ref. p. 13)
- B Orlando Economic Development Commission: Porter (ref. p. 11)
- C Career Source Central Florida: Nabors (ref. p. 11)
- D Central Florida Partnership: Stewart (ref. p. 13)

B.1.4 Letters of Support/Correspondence-Universities.....pp. 53-57

- A DirectConnect to UCF: Central Florida Higher Education Consortium: Henningsen, LoBasso, McGee, Richey, Shugart, Sidor, and Hitt (ref. on p. 4)
- B University of Central Florida - Sole (ref. on p. 4, and APPRiSe)
- C University of Phoenix (ref. on pp. 4, and APPRiSe)
- D Keiser University-No response [copy of email sent to Dean Matos] (ref. p. 15)

B.1.5 Letters of Support- Healthcare Industry (See also pp. 122-125)pp. 58-61

- A Florida Hospital: Dodds (ref. p. 3)
 - 1. Florida Hospital Apopka (Orange County)
 - 2. Florida Hospital Celebration (Osceola County)
 - 3. Florida Hospital East Orlando (Orange County)
 - 4. Florida Hospital for Children (Orange County)
 - 5. Florida Hospital for Women (Orange County)
 - 6. Florida Hospital Kissimmee (Osceola County)
 - 7. Florida Hospital Orlando (Orange County)
 - 8. Florida Hospital Winter Garden (Orange County)
 - 9. Winter Park Memorial Hospital (Orange County)
- B Nemours Children's Hospital: Case (ref. on p. 3) (Orange County)
- C Orlando Health- Orlando Regional Medical Center: Willis (ref. p. 3)
 - 1. Arnold Palmer Hospital for Children (Orange County)
 - 2. Dr. P. Phillips Hospital (Orange County)
 - 3. Health Central Hospital (Orange County)
 - 4. Orlando Regional Medical Center (Orange County)
 - 5. St. Cloud Regional Medical Center (Osceola County)
 - 6. Winnie Palmer Hospital for Women & Babies (Orange County)
 - 7. UF Health Cancer Center (Orange County)
- D VA Healthcare System: Cole (ref. p. 3) (Orange County)

B.1.6 Data Source References..... pp. 62-120

- A Career Pathways in Nursing: RN to BSN Programs (ref. p. 5)
- B HRSA The Registered Nurse Population: Findings from The March 2008 National Sample Survey of Registered Nurses, Section 2.7, p. 59 of original 359-page document. Washington, DC: U.S. Department of Health and Human Services. (ref. p. 5)
- C American Academy of Pediatrics – AAP Policy Statement Recommends Full Time Nurse in Every School (ref. p. 7)
- D Orange County Public Schools RN to Student and School Ratios (2014-15) (ref. p. 8)
- E Osceola County Public Schools RN to Student and School Ratios (2014-15) (ref. p. 8)
- F OCPS Philanthropic Strategic Plan (2012-13) Intent to hire BSN nurses (see yellow highlights) (ref. p. 7)
- G OCPS November 2016 School Health Research Worksession (ref. p. 7)
- H Florida Action Coalition (FLAC) from 2010-2017 FL-AC Timeline (ref. p. 7)
- I Florida Center for Nursing report of 2014-15 RN Supply in Region 12 and Counties (ref. p. 8)
- J Nursing Summit Agenda and Presentation – Sept. 12, 2016 (Summit ref. pp. 5, 9, 12)
- K Documentation of Nurse Midwives in Valencia Service District (ref. pp. 3, 25)

B.1.7 Final Additions pp. 122-130

- A UCF Institutional Research data on County at time of Admission (ref. p. 4)

(These additional Employer Letters of Support are referenced on p. 3)

- B Letter of Support - Anesthesiologists of Greater Orlando: Hakim
- C Letter of Support of Nurse Demand, Orange County Public Schools
- D Letter of Support of Nurse Demand, School District of Osceola County
- E Letter of Support, Florida Dept. of Health in Osceola County: Johnson-Cornett
- F Letter of Support, Florida Dept. of Health in Orange County: Sherin
- G Computer Systems Analysts sub-occupation of Informatics Nurse Specialists referenced in all four Hospital Letters of Support
- H Occupational References in Letters of Support
Lists each occupational title in Appendices A.1 and A.1.1, identifying the specific Employer/Community Letters that support them.
- I Letter of Support of Occupational Demand Outside of CIP to SOC Crosswalk

B.2 Objections or Alternative Proposals..... None

Supporting Documents

B.1

Supplemental Materials B.1.1-Valencia Documentation

A. BS in Nursing Presentation from Board of Trustees Meeting



B.S. in NURSING

- A 2+2 program consisting of 120 college credits
- Pathway for A.S. degree in Nursing
- Strong student interest (survey)
- Strong workforce demand (EMSI Data)
- Strong business partnerships and support



Annual Unmet Workforce Needs

Total Openings
1,367

Total Most Recent Graduates
528

Unmet workforce need of 839 per year



Public and Proprietary Educational Institutions Support New B.S.N.

- **University of Central Florida**
- **College of Central Florida**
- **Daytona State College**
- **Lake-Sumter State College**
- **Eastern Florida State College**
- **University of Phoenix (Orlando)**
- **Seminole State College**



Students Expressed Interest in BSN

Students Responded - - 178 Total

Do you plan to pursue a bachelor degree?

Yes: 93%

Would you be interested in studying for that degree at Valencia?

Very Interested: 79%

Interested: 10%



EMPLOYERS SUPPORT

The six largest health care employers of registered nurses were interviewed in Region 12 which included 25 different interviews with CNOs, CEOs, and administrators involved in student placement, staffing, recruiting, education, and workforce planning.



Supplemental Materials B.1.1-Valencia Documentation

B. Itemized Information for Item 9.2, p. 15

New Library/Media Resources

Ciottone's Disaster Medicine	Elsevier	\$458.97
Clinical Informatics Study Guide: Text and Review	Springer	\$99.00
Connected Health Care: A Roadmap for Interoperable Health Information and Technology	Nova Science	\$120.00
Connected Medical Devices: Integrating Patient Care Data in Healthcare Systems.	HIMSS	\$99.95
Consumer Health Informatics: New Services, Roles, and Responsibilities	Springer	\$99.00
Contemporary Consumer Health Informatics	Springer	\$159.00
Designing and Integrating A Disaster Preparedness Curriculum: Readyng Nurses for the Worst	Sigma Theta Tau Intl	\$54.95
Disaster Health Management: A Primer for Students and Practitioners	Routledge	\$160.00
Disaster Nursing And Emergency Preparedness for Chemical, Biological, and Radiological Terrorism and Other Hazards	Springer	\$150.00
Disasters and Public Health: Planning and Response	Elsevier Butterworth-Hein	\$119.94
Ethical Health Informatics: Challenges and Opportunities	Jones & Bartlett Learning	\$349.00
Healthcare Informatics and Analytics: Emerging Issues and Trends	Medical Information Science IGI	\$235.00
Healthcare Informatics: Improving Efficiency Through Technology, Analytics, and Management	Auerbach Publications	\$79.95
International Disaster Health Care: Preparedness, Response, Resource Management, and Education	Apple Academic Press	\$225.00
Introduction to Nursing Informatics	Springer	\$89.99
Introduction to Nursing Informatics: Evolution and Innovation	HIMSS	\$79.95
Koenig and Schultz's Disaster Medicine: Comprehensive Principles and Practice	Cambridge Univ. Press	\$210.00
Mass Casualty Incidents: The Nuts And Bolts of Preparedness and Response for Acute Disasters.	Springer	\$ 79.99
Nurses and Disasters: Global, Historical Case Studies	Springer	\$100.00
Nursing Informatics and the Foundation of Knowledge	Jones & Bartlett Learning	\$118.95
Nursing Informatics for the Advanced Practice Nurse: Patient Safety, Quality, Outcomes, and Interprofessionalism	Springer	\$140.00
Regional Disaster Response Coordination to Support Health Outcomes: Summary of a Workshop Series	National Academies Press	\$44.99
Surgery During Natural Disasters, Combat, Terrorist Attacks, and Crisis Situations	Springer	\$99.00

GRAND TOTAL* \$3,373

* This total could be spread out over 3 years, at \$3,372.63

C. Common Prerequisites for CIP 51.3801 Track 2

Program:	Nursing_	CIP:	51.5801
	A.S. to B.S	Track:	2/2
Offered At:	BC, CC, CCF, DSC*, FAMU*, FAU*, FSCJ, FSW/SC, GCSC, NWFSC, PDESC, PUISC, PSC, SCFMS, SFC, <u>SFSC, TCC</u>	Program Length:	120 Cr Hrs.
	IRSO, PBSC, SPC		121
	<u>SJASC</u>		123
	FGCU*, FLU*, FSU*		124
	<u>FGC, MDC</u>		125
Changed CIP 3/26/2010 from 51.1801 to 51.3801 REVISED 10/24/12, 10/23/13 REVISED 4/4/14, 6/30/14 REVISED 10/28/15			

LOWER LEVEL COURSES

	Cr. Hinz.
BSCX085C	4
Or BSCX085X085L	4
Or BSCX086C	4
Or BSCX083X083L	4
BSCX086C	4
Or BSCX086X086L	4
Or BSCX084C	4
Or BSCX094X094L	4
CHMX00X (1)	3
Or BSCX00X (1)	3
Or BCHX00X (1)	3
Or PCBX00X (1)	3
Or PHYX00X (1)	3
DEPX004 (1)	3
Or UEPX054 (1)	3
Or DEPX000 (1)	3
Or DEPX414 (1)	3
HJNX201 (1)	3
Or NJRX192 (1)	3
Or NJRX180	3
MCEX010C	4
Or MCBX010X010L	4
Or MCBX013C	4
Or MCBX018X018L	4
Or MCBX000X000L	4
Or MCBX004X004L	4
PSYX00X (1)	3
Or SOPX00X (1)	3
Or SYGX00X (1)	3
STAX014	3
Or STAX023	3
Or STAX122	3
Or STAX022	3

(Please see notes in the following pages)

Supplemental Materials B.1.1-Valencia Documentation

D. Healthcare Leaders & Educators Interviewed by Consultant

Anne Peach, M.S.N., Vice President and Partner, Future Vision Group, LLC

Institution	Service Area	Nurse Executives	Position	E-mail	Appointment	Address	Telephone
Adventist Health System (Florida Hospital-FH)	Valencia	Sheryl Dodds, MS, BSN, RN	1. Associate Director for Patient Services/ System CNO	sheryl.dodds@flhosp.org	May 19, 2016 11am -1pm	601 E Rollins St, Orlando, FL 32803	(407) 303-5600
a. FH South	Valencia	Patricia Celano, MSN, RN	2. CNO, VP	patricia.celano@flhosp.org	June 20, 2016 10-11 am	601 E Rollins St, Orlando, FL 32803	(407) 303-5600
b. FH Celebration	Valencia	Patricia Toor	3. CNO AVP	patricia.toor@flhosp.org	June 29, 2016 1-2pm	400 Celebration Pl, Kissimmee, FL 34747	(407) 764-4000
c. FH Altamonte	Seminole	Heather Long MSN, RN	4. CNO AVP	heather.long@flhosp.org	June 28, 2016 1-2 pm	601 E Altamonte Dr., Altamonte Springs, FL 32701	(407) 303-2200
d. FH Waterman	Seminole	Lynn Kirman	5. CNO, AVP	lynn.kirman@ahss.org	Left messages	1000 Waterman Way Tavares, Florida 32778	(352) 253-333
e. Children's Hospital	Valencia	Lisa Bowman	6. CNO, AVP	lisa.bowman@flhosp.org	June 24, 2016 2-3 pm		
f. Adventist System Positions	All	Sally Galura	7. System Leader Education	sandra.galura@flhosp.org	June 24, 2016 1-2 pm		
g. Adventist System Positions	All	Sally Bankston	8. System Leader Workforce Management	sally.bankston@flhosp.org	emailed her		
Hospital Corporation of America	Seminole	Maria Callaway	9. CNO		Left messages	401 W Seminole Blvd, Sanford, FL 32771	(407) 321-4500
a. Central Florida Regional							
b. Osceola Regional	Valencia	Jennifer LeBlanc	10. Acting Chief Nursing Officer	jennifer.leblanc@hcahealth.com	June 9, 2016 10 -11 am	700 West Oak Street Kissimmee, Florida	(407) 321-4500 (407) 279-9364 (cell)
Nemours Children's Hospital Orlando	Valencia	Dana Nicholson Bledsoe FACHE, MBA	11. President	maria.kierulf@nemours.org	June 9, 2016 2-3:30 pm	13535 Nemours Parkway, Orlando, FL 32827	(407) 567-4000
Nemours Children's Hospital Orlando	Valencia	Helen Case	12. CNO				

Anne Peach, M.S.N., Vice President and Partner, Future Vision Group, LLC

Institution	Service Area	Nurse Executives	Position	E-mail	Appointment	Address	Telephone
Orlando Health	Valencia	Jayne Willis, MSN, RN, NEA-BC	13. Acting System CNO	jayne.willis@orlandohealth.com	May 20, 2016 1-2:30 pm	1414 Kuhl Avenue Orlando, FL 23835	(407) 841-5111
h. Arnold Palmer	Valencia	Louise Kaigle MSN, RN, NEA-BC	14. CNO	louise.kaigle@orlandohealth.com	May 23, 2016 11 -12:30 pm	85 West Miller Street Orlando, FL 32806	(352) 394-4071
i. Dr. P. Phillips	Valencia	Kathy Black, MSN, RN, NEA-BC	15. CNO	kathleen.black@orlandohealth.com	May 16, 2016 5pm – 7 pm	9400 Turkey Lake Rd, Orlando, FL 32819	(407)351-8536
j. Health Central	Valencia	Christina McGuirk, MSHA, BSN, NEA-BC	16. CNO	christina.mcguirk@healthcentral.org	June 7, 2016 3 -4:30 pm	10000 W Colonial Dr. Ocoee, FL 34761	(407)296-1000
k. Orlando Reg. Medical Ctr.	Valencia	Jayne Willis, MSN, RN, NEA-BC	17. CNO	jayne.willis@orlandohealth.com	May 20, 2016 1 -2:30 pm	1414 Kuhl Avenue Orlando Florida 32806	(407)841-5111
l. Orlando Health	Valencia	Christy Pearson	18. COO – HR	christy.pearson@orlandohealth.com	May 20, 2016 11-12n	1414 Kuhl Avenue Orlando, FL 32806	(407) 841-5111
m. South Seminole	Seminole	Cindy Stone MSHA, BSN, NEA-BC	19. CNO	cindy.stone@orlandohealth.com	June 8, 2016 1- 2pm	555 W State Road 434, Longwood, FL 32750	(407) 767-5800
n. South Seminole	Seminole	Karen Frenier	20. President	karen.frenier@orlandohealth.com	June 8, 2016 2 - 3pm	555 W State Road 434, Longwood, FL 32750	(407)767-5800
o. South Lake Hospital	Lake-Sumter	Bonnie Onofre	21. CNO	bonnie.onofre@orlandohealth.com	June 6, 2016 1-2:30 pm	900 Don Wickham Dr. Clermont, FL 34711	(352) 394-4071
Orlando Veteran Affairs Medical Center	Valencia	Kathleen L. Cole, RN, BSN, MS, CNA	22. Associate Director for Patient Services	kathleen.cole1@va.gov	June 22, 2016 11- 1130 am	13800 Veterans Way, Orlando, FL 32827	(321) 397-6242
Leesburg Regional Medical Center	Lake-Sumter	Sandria George	23. Director of Nursing	sgeorge@cfhalliance.org	June 21, 2016 1:30-2:30pm	600 E Dixie Ave, Leesburg, FL 34748	(352) 323-5762
The Villages Hospital	Lake-Sumter	Susan Williams	24. Director of Nursing	suwilliams@centflhealth.org	June 21, 2016 1:30-2:30 pm	1451 El Camino Real, The Villages, FL 32159	(352) 751-8000
Promises Hospital	Lake-Sumter	Jill Nadeau	25. Director of Nursing	jill.nadeau@promisehealthcare.com	Emailed and left a message	5050 Co Rd 472 Oxford, FL 34484	(352)689-6400
Florida Center for Nursing	All	Mary Lou Brunell, MSN, RN	26. Executive Director	marylou.brunell@ucf.edu	May 24, 2016 9 – 10:30 am	4000 Central Florida Blvd. Orlando, FL 32816	(407) 491-0832 (321) 823-0980

Anne Peach, M.S.N., Vice President and Partner, Future Vision Group, LLC							
Institution	Service Area	Nurse Executives	Position	E-mail	Appointment	Address	Telephone
UCF – College of Nursing	All	Mary Lou Sole, PhD., R.N.	27. Dean	mary.sole@ucf.edu	May 12, 2016 12n-2pm	12201 Research Pkwy, Orlando, FL 32826	(407) 823-2744
Valencia College	Valencia	Risë Sandrowitz	28. Dean	rsandrowitz@valenciacollege.edu	May 11, 2016 2pm-3pm and May 24, 2016 1pm -2pm	800 South Kirkman Road, Orlando, FL 32811	(407)582-6688
Seminole State College	Seminole	Cheryl Cicotti	29. Associate Dean	cicottic@seminolestata.edu	May 24, 2016 3pm-4:40pm	100 Weldon Blvd, Sanford, FL 32773	(407) 404.6080
Seminole State College		Angela Kersenbrock	30. Associate Vice President, School of Career and Professional Program	kersenba@seminolestata.edu		100 Weldon Blvd, Sanford, FL 32773	(407)708-2483
Lake Sumter College	Lake-Sumter	Doug Wymer	31. Vice Pres Academics		May 23, 2016 1:30 pm - 4 pm	9501 US-441, Leesburg, FL 34788	
Lake Sumter College		Mary Jo Rager	32. Interim Vice President of Academic Affairs	ragermj@lssc.edu			(352)365-3520
Lake Sumter College		Cindy Griffin	33. Director of Nursing	griffinc@lssc.edu			(352)365-3521
Lake Sumter College		Eugene Jones	34. Assist Vice President of Workforce Programs	ionese@lssc.edu			(352)365-3576

19 Interviews within Valencia or All Service Areas (55%)

E. Executive Summary by Anne Peach, MSN, RN, NEA-BC - Future Vision Group, LLC., July 2016

Executive Summary

This report summarizes findings concerning the feasibility of offering the baccalaureate (BSN) program at the state colleges. The result of extensive interviews with key health care stakeholders and analysis of the faculty and curriculum of the three state colleges (Lake-Sumter State College, Seminole State College and Valencia College) indicates a need to continue to pursue offering a BSN degree at the community colleges. The six largest health care employers of registered nurses in the region endorsed the three state colleges offering a BSN program. As a sign of their support, they offered to participate in a regional summit in the fall. They also offered to write letters of support if needed.

Review of state and regional nursing workforce supply and demand data, trends, and forecasts suggests that the need for nurses will continue to increase over the next ten years with predicted shortages in specialty areas. While the majority of the **registered** nurse workforce is employed in Orange County, the population growth will continue in Osceola, Lake, and Sumter counties. Most health care leaders agree that the employees of choice are those nurses with a BSN degree or above. There are some differences concerning preferential hiring and career advancement opportunities in the Lake County health care organizations. That may be linked to limited access to BSN students.

While some of the state colleges are not prepared to offer a BSN within the next year, at least two state colleges (Seminole State College and Valencia College) have met many of the criteria and are well positioned for success in the future. The University of Central Florida is viewed as the "gold standard" for graduate nurses and has been an excellent partner with the state colleges. However, there is a need to expand the number of "slots" for BSN students in the region particularly in Lake County, where there is very limited **access** to BSN graduates. Health care leaders have identified a need to expand the number of nurses with advanced degrees in three areas: nurse practitioners, clinical nurse specialists, and nursing administration. There is also a need to increase the number of doctorate-prepared nurses, particularly faculty at the state colleges. This need could most logically be met by the University of Central Florida. UCF is recognized statewide as having a strong program and graduates from its **baccalaureate** program, its master's in nursing program, and its doctoral programs (PhD. and doctorate in nursing science (DNP)).

Mindful of the changing health care environment and workforce demand, health care leaders expressed strong opinions regarding state college and **university** curriculum. There needs to be more simulation as part of the curriculum. It is time to explore the **possibility** of targeting clinical experiences in "hard to fill" areas as a means of recruitment in the future. There should be a streamlined process to obtain a BSN. They would like to see a program **similar** to the UCF concurrent program where students achieve their ASN, and then within a year, obtain their BSN.

**By Anne Peach, MSN, RN, NEA-BC - Future Vision Group, LLC.
July 2016**

Supplemental Materials B.1.1-Valencia Documentation

F. Regional Nursing Summit Invitation from Dr. Sandy Shugart, President, Valencia College

From: Barbara Halstead (on behalf of Sandy Shugart)

Sent: Thursday, September 1, 2016 11:43 AM

mcgeea@seminolestate.edu;
elizabeth.dooley@ucf.edu;
mark.jones@orlandohealth.com;
jayne.willis@orlandohealth.com;
rsandrowitz@valenciacollege.edu;
rossl@seminolestate.edu;
jromano@valenciacollege.edu;
jtiller@valenciacollege.edu;
dale.whittaker@ucf.edu;
mary.sole@ucf.edu;
daryl.tol@flhosp.org;
sheryl.dodds@flhosp.org;
mcoenen@careersourcecf.com;
fawilliams@valenciacollege.edu;
cicottic@seminolestate.edu;
sidors@lssc.edu;
john.moore@orlandohealth.com;
donhenderson@centflhealth.org;

david.ottati@ahss.org;
lynn.kirman@ahss.org;
bonnie.onofre@orlandohealth.com;
jfleming@centflhealth.org;
wymerd@lssc.edu;
sledlow@valenciacollege.edu;
jeff.jones@ucf.edu;
mark.marsh@healthcentral.org;
Nancy.Dinon@orlandohealth.com;
linda.knorr@orlandohealth.com;
kersenba@seminolestate.edu;
wendy.brandon@hcahealthcare.com;
linda.smith2@hcahealthcare.com;
maria.callaway@hcahealthcare.com;
NBlanco@careersourcecf.com;
ccampbell@valenciacollege.edu;
dana.bledsoe@nemours.org;
helen.case@nemours.org;

toni.christopherson@nemours.org;
barbara.watson@hcahealthcare.com;
jodi.molley-strudwick@va.gov;
jsummersett@careersourcecf.com;
jonese@lssc.edu; winshipr@lssc.edu;
nhedavat@valenciacollege.edu;
showell21@valenciacollege.edu;
patricia.celano@flhosp.org;
sallybankston@flhosp.org;
marylou.brunell@ucf.edu;
tinnyn@lssc.edu;
bgallup@valenciacollege.edu;
jwatson1@valenciacollege.edu;
annegpeach@gmail.com
Cc: HolimanL@LSSC.EDU;
Suzanne.Gordon@nemours.org;
karen.luna@orlandohealth.com;
Debbie.Copertino@ucf.edu

Subject: Regional Nursing Summit - September 12, 2016 - Presentation for Review

Good Morning,

We appreciate your willingness to participate in the **Regional Nursing Summit on Monday, September 12, 2016, 8:00 am - 11:00 am** at the **Rosen Centre on International Drive**. Breakfast will be served and we will begin at 8:00 am sharp.

The facilitator for the Regional Nursing Summit is Anne G. Peach MSN, RN, NEA-BC. Anne is well known in the Central Florida community and is a recently retired healthcare executive. For your review, attached is the presentation that she will use at the Summit. Also, copies of the PowerPoint presentation will be provided at the Summit.

The Purpose of the Summit is to:

- Review the current and future needs for nurses in Central Florida and address educational requirements
- Discuss the current associate and baccalaureate degrees available in Central Florida
- Elicit recommendations for next steps for partnerships between the University of Central Florida and the three state colleges, Lake-Sumter State College, Seminole State College, and Valencia College in meeting the future nursing needs.

The summit will be interactive with many opportunities for dialogue and to discuss options for the future.

We are looking forward to seeing you.

Sandy Shugart

President

Valencia College

Rosen Centre, Salon 15/16 - Second Floor
9840 International Drive, Orlando, FL 32819

Below is link for directions & map:

<http://www.rosencentre.com/location-and-transportation/>

Supplemental Materials B.1.2-Meeting Minutes & Notes

A. Sub-Committee of the Consortium Academic Coordination Committee

REGIONAL EDUCATION WORKFORCE COMMITTEE

Committee Members:

Nasser Hedayat Valencia College & Committee Co-Chair, Sean Armstrong University of Central Florida & CO-Chair, Angela Kersenba Seminole State College, Eugene Jones Lake Sumter State College, Cathy Beam Eastern Florida State College, Linda Miles Daytona State College, Rob Wolf Central Florida State College

Meeting Date: Wednesday July 6 at 4pm

Location: Valencia College West Campus

Topics for Discussion:

- Tasks and responsibilities
- Workforce data collection process
- Process for bachelor degree support and recommendation
- Discussion of the workforce demand and data for the two bachelor degree programs

Workforce Committee met on Monday July 6 at Valencia College to review the data collection processes and to discuss the workforce data for potential bachelor degrees in Nursing and Supervision and Management. As part of the process the committee agreed to meet during the OESC/CIA meetings as needed to share the workforce data for new potential bachelor degree programs considered by any of the consortium institutions.

Dr. Hedayat presented the EMSI data on workforce demand and the 2015-23 employment projection for each of the colleges (Lake Sumter State College, Seminole State College, and Valencia College) service areas. The committee discussed the need and approval timeline for the two bachelor degrees.

Cathy Beam from Eastern Florida State College said that the Occupational Overview/workforce data report from Valencia College for the Bachelor of Applied Science in Supervision and Management provides evidence of a need for this degree in Region 12 (Osceola, Orange, Seminole, and Lake and Sumter counties). This includes strong hourly earnings and growth trends for job openings over the next eight years in each of the identified occupations. Cathy and other members expressed their support for Valencia College's efforts to move the BAS in Supervision and Management on to the next level of review by the Consortium Academics Coordinating Committee (CACC).

Dr. Armstrong from UCF asked if the data for unmet jobs were available for each college area. Dr. Hedayat said that he will research the information and send it to the committee members at a later time.

The committee also reviewed the Occupational Overview/workforce data report from Valencia College, Lake/Sumter College and Seminole State College for Registered Nurse (SOC 29-1141) relating to the Bachelor of Science in Nursing and agreed that there is evidence of a need for this degree in Region 12 (Osceola, Orange, Seminole, Lake and Sumter counties). Data demonstrated strong hourly earnings and growth trends for job openings over the next eight years in this occupation. Comments were provided regarding the changes in health care insurance as part of the federal Affordable Health Care Act and hospital ratings and standards for nurses with a bachelor's degree which also weigh positively toward bachelor degree level training. The group strongly supported the efforts of Valencia College, Lake/Sumter College and Seminole State College to move the BS in Nursing on to the next level of review and support by the Consortium Academics Coordinating Committee (CACC).

Supplemental Materials B.1.2-Meeting Minutes & Notes

B. DirectConnect to UCF, Consortium Academic Coordination Committee, Central Florida Higher Education Consortium – 2016 Annual Report



DirectConnect to UCF

2016 Annual Report of the Consortium Academic Coordination Committee Central Florida Higher Education Consortium

Purpose:

The Consortium Academic Coordination Committee (CACC) will review regional plans and needs, with a particular focus on additional baccalaureate degree offerings. Where supported by regional workforce data, the CACC will add new degrees to a five year master plan that will be submitted to the Central Florida Higher Education Consortium presidents for their approval.

CACC Membership:

The Committee will include the chief academic officer from each state college and two members from UCF appointed by the president and/or provost. A list of current members is found in Appendix A. The CACC is supported by a Workforce Development Committee consisting of one representative of each state college and UCF. A list of current members is found in Appendix B.

Process:

1. Individual Colleges and UCF research potential baccalaureate degrees.
2. CACC members share plans.
3. The CACC commissions the Workforce Development Committee to research the need for the new degrees.
4. The CACC endorses programs where the workforce data supports the need, and none of the members have concerns about the potential degree.
5. Programs where the workforce data does not appear strong, or where members have concerns will either not receive endorsement, or more information may be requested before a determination about endorsement is made.
6. Programs with no concern are added to a regional five year master plan (See Appendix C).
7. The five year plan is submitted to the presidents as part of the CACC Annual Report.

Recommendations for 2016:

The submission of proposals to DOE for baccalaureate degrees in nursing for Eastern Florida State College, Lake-Sumter State College, Seminole State College, and Valencia College were endorsed, with the understanding that Seminole College and Valencia College with UCF will continue offering concurrent enrollment programs.

The submission of a proposal to DOE for a BAS degree Business and Organizational Leadership for Valencia College was endorsed.

The submission of a proposal to DOE for baccalaureate degrees in education for Eastern Florida has been postponed because Eastern Florida and UCF are discussing additional opportunities for collaboration.

Year 1 Activities and Recommendations

Meeting 1: April 29, 2016 at UCF

The Committee reviewed its charge and clarified the work flow process for consideration of new baccalaureate degrees. Jeff Jones of UCF and Susan Ledlow of Valencia were selected as Co-Chairs. The Committee decided to hold meetings after the baccalaureate liaison meetings at the Council of Instructional Affairs for the Florida College System. The group also agreed that because the APPRISE process and approval from SACS takes over a year, Consortium members can submit pre-proposals for new degrees into APPRISE before CACC approval. If the CACC decides that the new degree is not needed, members agreed not to submit the full proposal.

Meeting 2: June 8, 2016 in Cocoa Beach

Committee members agreed upon the principles by which decisions would be made, with workforce need being first on the list of criteria. The Workforce Development team was commissioned, with Nasser Hedayat of Valencia and Eugene Jones of Lake-Sumter as co-chairs. The Committee outlined the types of data that might be considered in addition to the publically available labor market data. These included data such as employer surveys, industry reports, and changes in certifications or education levels required for employment. CareerSource Central Florida was invited to the meeting and it was agreed to have representatives of all regions going forward at CACC meetings. Consortium members shared plans for new degrees. The Committee agreed to formally review new proposed degrees in nursing (from Eastern Florida, Seminole, Lake-Sumter, and Valencia), business (from Valencia), and education (from Eastern Florida) at the next meeting, and asked the Workforce Development Committee to begin its research.

Meeting 3: September 12, 2016 in Orlando

The Committee reviewed the workforce data related to job openings in business, and unanimously endorsed the proposal for a BAS Degree in Business and Organizational Leadership from Valencia College. The Committee also reviewed the nursing data from the Workforce Development Committee and supplementary data provided in a Region 12 Nursing Summit. The Deans of Nursing from Eastern Florida, Lake-Sumter, Seminole, Valencia, and UCF were invited as guests to the meeting to present their needs and concerns, especially concerns of the concurrent nursing programs if new BSNs were approved. The Committee decided that more internal dialogs were needed at the respective institutions and deferred the decision until the next meeting.

Meeting 4: October 31, 2016 by Skype

The Committee endorsed the four BSN proposals, with the caveat that Seminole and Valencia would continue their concurrent programs with UCF. It was decided that the three colleges in Region 12 would submit their proposals to DOE together and use the same workforce data. Eastern Florida will submit individually as their workforce data is different. Eastern Florida also reported that they would like to withdraw at this time their baccalaureate in education proposals, as they are working closely with UCF to explore additional opportunities for collaboration.

Appendix A. CACC Membership

Jeff Jones, Vice Provost, University of Central Florida (Co-Chair)
Susan Ledlow, VP of Academic Affairs and Planning, Valencia College (Co-Chair)

Elizabeth Dooley, Vice Provost and Dean, University of Central Florida
Amy Locklear, VP of Academic Affairs, Daytona State College
Linda Miedema, VP Academic Affairs/CLO, Eastern Florida State College
Mark Paugh, VP of Academic Affairs, College of Central Florida
Laura Ross, VP of Academic Affairs & Chief Academic Office, Seminole State College
Doug Wymer, VP of Academic Affairs, Lake-Sumter State College

Appendix B. Workforce Development Committee

Nasser Hedayat, AVP for Career and Workforce Education, Valencia College (Co-Chair)
Eugene Jones, AVP Baccalaureate and Workforce Programs, Lake-Sumter State College (Co-Chair)

Frank Margiotta, Executive Director, Technical and Professional Training, Eastern Florida State College
Angela Kersenbrock, Associate VP, Career and Professional Programs, Seminole State College
Sean Armstrong, Director, Academic Support Services, University of Central Florida
Linda Miles, Representative, Daytona State College
Rob Wolf, College of Central Florida

Appendix C. Status of Proposed Baccalaureate Degrees

College	Degree	Status
College of Central Florida	BS – Criminal Justice	Pending internal approval
Daytona State College	N/A	
Eastern Florida State College	BS Data Science	Pending DOE approval
	BS Education	Withdrawn
	BS in Nursing	Endorsed by CACC
Lake-Sumter State College	BS in Nursing	Endorsed by CACC
Seminole State College	BS in Nursing	Endorsed by CACC
	Education	In discussion with UCF
Valencia College	B.S. in American Sign Language	Withdrawn
	BS in Nursing	Endorsed by CACC
	BAS in Business and Organizational Leadership	Endorsed by CACC
UCF	BS – Environmental Studies	Posted in APPriSE, April 2016
	BS – Emergency Management	Posted in APPriSE, April 2016
	BA – Non-profit management	Posted in APPriSE, April 2016

Supplemental Materials B.1.2-Meeting Minutes & Notes

C. Regional BSN Nursing Consortium Planning Meeting Summary Notes

Regional BSN Nursing Consortium Planning Meeting
Lake-Sumter State College, Seminole State College & Valencia College
Valencia District Office – Room 325

December 16, 2016 -- 1:00 to 4:30 pm

Summary Notes

Attended: Cheryl Cicotti, Sue Fagan, Nasser Hedayat, Angela Kersenbrock, Anne Peach, Rise' Sandrowitz, Joan Tiller, and Douglas Wymer

The meeting was conducted by Anne Peach.

Purpose: The purpose of the meeting on **December 16, 2016** was to review the proposed state college nursing operational budget and budget assumptions for Lake-Sumter, Seminole and Valencia.

Discussion: The intent was to develop one method to submit data to the state and continue the "consortium approach" demonstrating to the state that our plan is a regional workforce plan. We discussed that it would be beneficial for consistency when the state reviews the data from the three state colleges. It would also be helpful for the college presidents and employers when they travel to the state in the beginning of the year to discuss the proposed addition of three BSN programs at the state colleges from our region.

Anne reminded everyone that at the meeting last week, we reviewed the actual and proposed admittance every year to each state college both for the ASN and BSN students. We also discussed how Seminole State and Valencia College would maintain the UCF percentage in the ASN/BSN concurrent program.

Dr. Wymer's team will work directly with UCF College of Nursing since they currently do not have the concurrent program. Most of our discussion was the method used to develop a projected operational budget.

We reached agreement on an approach and the attached spreadsheets outline that methodology. We agreed that the capital budget would be a separate discussion at the state college level with their executive team as the needs vary.

Attachment Documents:

- Agreement of Cost (word document)
- Attachment 2: (excel spreadsheet)
 - **Page 1-** ASN Actual & Projected Admittance by year and Totals (For the Regional Report, we will probably be using summary data as in the last column)
 - **Page 2A-** BSN – Projected Admittance – for 4 years.
 - **Page 2B-** Project UCF Concurrent Students
 - **Page 3-** Projected Cost for Program and Administration (including actual versus an average for all the colleges (3 state colleges).

The next meeting is planned for the end of the **first week January 2017**.

Supplemental Materials B.1.3-Community Support

A. Florida Center for Nursing - Brunell



February 15, 2017

Dr. Sandy Shugart, President
Valencia College
1800 South Kirkman Road
Orlando, FL 32811

Dear Dr. Shugart,

Please accept this letter of support for the expansion of associate degree and addition of bachelor degree in nursing offerings at Valencia College. As the Center's 2015 demand data demonstrated, we had an unmet need for more than 20,000 registered nurses statewide and more than 4,000 in the Central Florida region. We further know that the shortage will increase dramatically as nurses in the 'baby boomer' generation begin retirement with more than 40% of the current working nurses age 51 or older. Increasing production of associate degree nurses will add to the potential supply of working registered nurses to assist in meeting this need.

Though offering a registered nurse to bachelor of science degree completion program will not add to the supply of nurses, it is a response to the employer stated desire to hire nurses with at least a baccalaureate degree. Research demonstrates the value and positive impact on patient outcomes derived from a nurse workforce team that includes those prepared with bachelor and master degrees. The 2015 FCN demand survey asked employers about preferential hiring practices and found that more than 70% of hospitals reported preferentially hiring new baccalaureate prepared nurses. About 43% stated that they require new associate degree nurses to attain the bachelor degree within a range of one to five years.

Clearly the expansion of associate degree nurse capacity and addition of a bachelor completion program at Valencia College is a positive response to meet stated employer needs in Central Florida. I am available should you have any questions of need for additional information.

Sincerely,

Mary Lou Brunell, RN, MSN
Executive Director

Supplemental Materials B.1.3-Community Support

B. Orlando Economic Development Commission-Porter

ORLANDO

December 7, 2016

Dr. Sandy Shugart
President
Valencia College
1768 Park Center Drive
Orlando, Florida 32835 DO-32

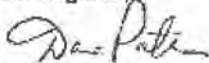
Dear Dr. Shugart:

The Orlando Economic Development Commission enthusiastically supports Valencia College in its pursuit of offering baccalaureate degree in Nursing. By adding such a program, our students will be able to receive their four-year degree without leaving the area. A highly educated and specialized workforce will allow our State and region to better compete in our global economy.

Valencia College has a long standing and remarkable track record of providing excellent leadership in education, training, and resources in Orange and Osceola counties. The expansion of four-year degree adds to our community's desire and commitment to raise the higher educational standard among our citizenry. Additionally, it will improve our workforce and its ability to positively affect change within their chosen area of employment.

The industries that the Orlando Economic Development Commission assist to retain, grow and recruit demand a high quality of life and an educated diverse workforce. Therefore, the development of the locally available Bachelor of Science in Nursing will provide our area residents with needed opportunity for skill growth. In the past, the region has suffered the loss of highly-skilled individuals as they relocate to attend degree programs elsewhere and then do not return. The availability of a baccalaureate program will assist in keeping our talent here locally for continued growth of our area business and economy.

Best Regards,



Dave Porter, CECD
Senior Vice President, Business Development
Orlando Economic Development Commission

Supplemental Materials B.1.3-Community Support

C. Career Source Central Florida-Nabors



CareerSource
CENTRAL FLORIDA

February 14, 2017

Dr. Sanford C. Shugart, President/CEO
Valencia College
1766 Park Place Drive
Orlando, Florida 32835

Dear Dr. Shugart,

CareerSource Central Florida (CSCF) takes seriously our role of developing and refining talent pipelines to serve high-growth and emerging industries within our region. Among the most viable and valuable industries in Central Florida is the healthcare industry. As a regional targeted industry, healthcare is in need of a highly skilled and specialized workforce and offers opportunities for higher, sustainable wages for the residents of Central Florida.

Additionally, in our work with healthcare employers within the region, we hear of the need for Bachelor's level nurses increasing, particularly due to the increased responsibilities hospitals place on the nursing profession in both hands-on critical care and the ancillary tasks of risk management and other administrative duties. The Healthcare FORUM information shared by your college recently bears out the need for more Bachelor of Science in Nursing graduates, and the desire of RNs to advance to this next level.

As the regional workforce board serving Sumter, Lake, Orange, Osceola, and Seminole counties, we encourage programs within the region that train a talent pipeline to meet the specific needs of Central Florida businesses and also support career pathway progression opportunities for those currently in the field. We do this by supporting training programs that can partner with us to fulfill these vital needs.

Valencia's pursuit of a Bachelor of Science in Nursing (BSN) fits right into this criteria and we are therefore asking the State to approve Valencia College's request to begin offering this Bachelor program. This critical training program will provide enrollees with the opportunity to obtain a credential that can lead them to high paying jobs with sustainable and steady employment for years to come.

For these reasons, CareerSource Central Florida fully supports Valencia in their pursuit to add the BSN program to their current offerings. This program will clearly serve the needs of businesses and provide a sustainable and well-trained talent pipeline for Central Florida.

Sincerely,

Pamela Nabors
President and CEO
CareerSource Central Florida

CareerSourceCentralFlorida.com
390 North Orange Avenue, Suite 700 | Orlando, FL 32801
p. 407.531.1222 | f. 407.706.1385 | TTY/TTD 711



Supplemental Materials B.1.3-Community Support

D. Central Florida Partnership-Stewart



CENTRAL FLORIDA
PARTNERSHIP

February 15, 2017

Sanford C. Shugart, Ph.D.
Valencia College
P. O. Box 3028
Orlando, FL 32802

RE: Valencia College BSN Program

Dear Dr. Shugart:

It is my pleasure to write to you to express the support of the Central Florida Partnership for Valencia College in the desire and pursuit to offer a Bachelor's of Science in Nursing (BSN) program.

In our work with healthcare employers and coalitions in the Central Florida region, and indeed across the state of Florida, we find the need for Bachelor's level nurses increasing, particularly due to the increased responsibilities hospitals place on the nursing profession in both hands-on critical care and the ancillary tasks of risk management and other administrative duties.

The Healthcare FORUM information shared by your college recently bears out the need for more BSN graduates and the desire of RNs to advance to the BSN level. The value such a program would add to Central Florida and its healthcare community will give more confidence in healthcare in our local area, bringing increased value to our talent pipeline.

Furthermore, this five-county service region in Central Florida is currently deemed a "health professional shortage area" (HPSA). The proposed BSN program would enhance and expand training opportunities for our clients while improving healthcare access to residents of Orange and Osceola counties served by the College.

We join with you in welcoming this new education opportunity to our region.

Sincerely,

Jacob V. Stuart
President
Jacob.Stuart@IdeasToResults.org

Supplemental Materials B.1.4- Letters of Support/Correspondence-Universities

A. DirectConnect to UCF: Central Florida Higher Education Consortium: Henningsen, LoBasso, McGee, Richey, Shugart, Sidor, and Hitt

DiRECTCONNECT to UCF

Central Florida Higher Education Consortium
P.O. Box 160060
Orlando, FL 32816-0060
p. 407-823-4547
f. 407-823-1399

RE: Support for selected baccalaureate degrees at state colleges within the Central Florida Higher Education Consortium

In 2005, the Central Florida Higher Education Consortium was formed to guarantee students graduating with an Associate of Arts, as well as selected Associate of Science degrees, from Consortium member institutions admission to the University of Central Florida. The resulting transfer program, now known as DirectConnect to UCF, has been identified as a national model of a highly effective transfer program. In its nearly 12 years, the program has proven that it increases access to higher education and prepares our future workforce with in-demand skills.

The Consortium operates within the guidelines of a Regional Operational Plan. With this agreement, Consortium member institutions agree to conduct a collaborative review of new baccalaureate degrees being proposed by any of the six state college members. This review process involves a regional workforce supply-demand gap analysis, advice from local employers, and an extensive review of data shared among the chief academic officers of each member institution.

The Consortium members believe that this review process is thorough, and it is consistent with the members' shared goals of meeting local and regional workforce demands without unnecessary duplication of degree programs.

Four member institutions have asked the Consortium to review proposals to offer RN to BSN degrees. These member institutions are Eastern Florida State College, Lake-Sumter State College, Seminole State College, and Valencia College. Two additional state college members of the Consortium – College of Central Florida and Daytona State College – already offer the RN to BSN degree, as do the majority of other Florida state colleges. The data presented to the Consortium presidents are compelling. The combination of an aging population, an aging nursing workforce, and overall population growth in Central Florida will continue to increase the demand for BSN graduates. These and other data will be included in the Consortium members' individual degree proposals.

Therefore, we the presidents of the seven members of the Central Florida Higher Education Consortium support the proposed addition of Bachelor of Science degrees in Nursing (BSN) at four Consortium member institutions:

- Eastern Florida State College, BSN
- Lake-Sumter State College, BSN
- Seminole State College, BSN
- Valencia College, BSN


DiRECT TO **CONNECT** **UCF**


Central Florida Higher Education Consortium
P.O. Box 160060
Orlando, FL 32816-0060
p. 407-823-4547
f. 407-823-1399

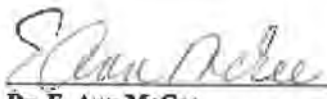
In addition, we unanimously support an additional baccalaureate degree and believe that the data provided in the proposal will show the workforce need:

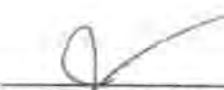
- Valencia College, Bachelor of Applied Science in Supervision and Management

We believe that our actions in reviewing these proposed degrees have followed the intent of our Regional Operational Plan, and we have ascertained that these degrees will meet critical workforce needs by increasing and enhancing the educated workforce of Central Florida.


2/23/17
Date
Dr. James D. Henningsen
President
College of Central Florida

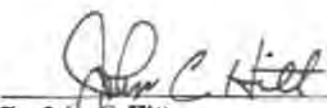

2/23/17
Date
Dr. Thomas LoBasso
President
Daytona State College


2/27/17
Date
Dr. E. Ann McGee
President
Seminole State College


2/20/17
Date
Dr. James H. Richey
President
Eastern Florida State College


2/23/17
Date
Dr. Sanford C. Shugart
President
Valencia College


2/23/17
Date
Dr. Stanley Sidor
President
Lake-Sumter State College


2/20/17
Date
Dr. John C. Hitt
President
University of Central Florida

Supplemental Materials B.1.4- Letters of Support/Correspondence-Universities

B. University of Central Florida – Sole, Dean of Nursing



UNIVERSITY OF CENTRAL FLORIDA

College of Nursing

Dean's Office

12201 Research Parkway, Suite 300
Orlando, FL 32826-2210

March 21, 2017

Sandy Shugart, PhD

President

Valencia College

1800 Kirkman Road

Orlando, FL 32811

Dear President Shugart:

This letter provides the University of Central Florida (UCF) College of Nursing's support for the proposed RN to BSN program at Valencia College. Workforce data demonstrate a regional shortage of registered nurses (RNs). The state colleges as well as UCF are exploring ways to increase enrollment to meet the current and projected needs for RNs. As additional RNs are educated at the associate degree level, it is important that they achieve a bachelor's degree in nursing (BSN). The National Academy of Medicine recommends that 80% of the nursing workforce have a BSN education or higher.

UCF College of Nursing has had a long and successful partnership with the state colleges in our service area, and we will continue our collective efforts to meet a critical need. We will maintain our existing nursing education offerings, including the online RN to BSN (which includes AS to BSN), concurrent dual enrollment option, traditional pre-licensure education, and graduate programs. UCF is committed to play a proactive role to increase the faculty workforce to support program growth across programs.

National and local data reveal a critical need for a BSN-prepared workforce. As the demand for the BSN increases, there is a need for BSN program offerings at state colleges throughout Central Florida.

Currently, only 26.9% of our students reside in Orange and Osceola Counties. As the state colleges educate more nurses to meet workforce needs, the demand for RN to BSN education will increase beyond UCF's capacity.

Through our collective efforts, we will make a difference in the healthcare delivery. A BSN-educated nursing workforce will meet needs of the Central Florida area and result in better outcomes for the patients and communities that are served.

Sincerely,

A handwritten signature in black ink that reads "Mary Lou Sole".

Mary Lou Sole, PhD, RN, CCNS, FAAN, FCCM

Dean and Professor

Orlando Health Endowed Chair in Nursing

Mary.sole@ucf.edu

Phone: 407.823.2744 • Fax: 407.823.0570 • Web: nursing.ucf.edu

Supplemental Materials B.1.4- Letters of Support/Correspondence-Universities

C. University of Phoenix – Lucas, Campus Director, Central Florida Campus



December 7th, 2016

Dr. Nasser Hedayat
Assistant Vice President
Career and Workforce Education; Valencia College
1768 Park Center Drive
Orlando, FL 32835

Re: Letter of Support for Bachelor of Science in Nursing

As an academic partner and as an advocate for continuing to advance the education of the Central Florida workforce, University of Phoenix is supportive of the addition of the Bachelors of Science in Nursing program offering at Valencia College.

While University of Phoenix offers the RN to Bachelor of Nursing program to local residents including approximately 88 current students, these courses are currently only being offered in an online modality. Approximately 15 of these students or 17% of the total program currently reside/work in the Valencia Service District. The ability for Valencia College to provide an additional educational opportunity for students preferring a local modality with in-person facilitation would positively impact the ability of our local hospitals to reach their goal of 80% baccalaureate prepared nurses. Additionally, the majority of University of Phoenix students are working adults that differ from the student demographic that typically attend State Colleges and Universities.

The opportunity for University of Phoenix to enhance our current affiliation with Valencia College through the development of concurrent enrollment in BSN/MSN courses and/or transition pathways for BSN graduates of Valencia who wish to further their education at the Master's level while working full time would offer a unique partnership that would benefit the students, graduates, and local community.

University of Phoenix looks forward to our continued academic partnership with Valencia College and our collective support of the Central Florida community.

A handwritten signature in black ink that reads "Brian Lucas".

Brian Lucas
Campus Director, University of Phoenix - Central Florida Campus
Brian.Lucas@phoenix.edu

WE RISE

Supplemental Materials B.1.4- Letters of Support/Correspondence-Universities

D. Keiser University – No response

Nasser Hedayat

From: Nasser Hedayat
Sent: Thursday, December 1, 2016 12:23 PM
To: 'imatos@keiseruniversity.edu'
Cc: Nasser Hedayat
Subject: BSN degree

Dear Dean Matos,

The purpose of this email is to inform you of Valencia's intent to submit a Notice of Intent for a new bachelor of Science in Nursing to the Florida Department of Education (FLDOE).

I would like to discuss with you our plan and future collaborations. I will be happy to connect with you via the phone or in person.

Regards,

Nasser

Dr. Nasser Hedayat

Assistant Vice President

Career and Workforce Education

1768 Park Center Drive

Orlando, FL, 32835 DO-30



P-407-582-3327

nhedayat@valenciacollege.edu

<http://valenciacollege.edu/academic-affairs/career-workforce-education/about-us/nasser-hedayat.php>

Supplemental Materials B.1.5- Letters of Support-Healthcare Industry

A. Florida Hospital – Dodds



February 16, 2017

Dr. Sandy Shugart
President
1800 S Kirkman Rd
Orlando, FL 32811


Dear Dr. Shugart:

Please accept this as a letter of support for the addition of a baccalaureate program at Valencia College. At our institution there is a growing need for bachelor's prepared nurses (BSN) or higher. It is our goal to achieve 80% BSN graduates by 2020. Nurse's knowledge of evidenced-based practice, research, managing care across the continuum, as well as healthcare finance and quality is essential for health care institutions to be successful in the future in offering affordable, connected and exceptional care. The ability of nurses in clinical practice to lead teams and projects and commit to be professionally engaged as active participants and members of interdisciplinary teams is vital.

There has also been an emergence of new roles requiring nursing expertise that has resulted in experienced practicing nurses leaving the bedside. Some of these roles include care coordinator or case manager, nurse informatics coordinator, patient safety/quality specialist, and coding specialist. All these nonclinical positions require a minimum of a BSN. There is an ongoing need for nurses in clinical operational management positions (assistant nurse manager, supervisor, director, administrator, educator). These clinical management positions are essential for smooth operation of our facilities and require a minimum preparation of a bachelor's degree and in some institutions a master's degree.

While both the ASN and BSN graduates enter the institution with similar clinical skills, the BSN nurses are more knowledgeable about evidenced-based practice, research, have superior critical thinking skills, and are more professionally involved at their institutions. The ASN graduates from Valencia College will remain an important part of our team and they have excellent clinical knowledge and skills. The addition of the BSN program locally will be a great addition to support nurses locally who have already achieved their ASN and will be a tremendous bridge for those who wish to pursue their BSN degree.

Sincerely,


Sheryl Dodds
Senior Executive Officer

B. Nemours Children's Hospital – Case



Nursing Administration
15635 Nemours Parkway
Orlando, FL 32827
t: (407) 655-7273 f: (407) 662-7436
Nemours.org

Wednesday, March 08, 2017

Dr. Sandy Shugart
President
Valencia College
1800 S Kirkman Rd.
Orlando, FL 32811

Nemours Children's Health System

Dear Dr. Shugart:

Nemours/Alfred I. DuPont
Hospital for Children

Please accept this as a letter of support for the addition of a baccalaureate program at Valencia College. At our institution there is a growing need for bachelor's prepared nurses (BSN) or higher. It is our goal to achieve 80% BSN graduates by 2020. Nurse's knowledge of evidenced-based practice, research, managing care across the continuum, as well as healthcare finance and quality is essential for health care institutions to be successful in the future. The ability of nurses in clinical practice to lead teams and projects and commit to be professionally engaged as active participants and members of interdisciplinary teams is vital. This is extremely critical in pediatric health care. As Nemours Children's Hospital has grown exponentially over the past year and is embarking on further expansion, our need for BSN prepared nurses will continue to grow to care for our most vulnerable patients and families.

Nemours Orthopaedic

Nemours Cardiac

Nemours Center for
Children's Health Media

Nemours Children's Clinic

There has also been an emergence of new roles requiring nursing expertise that has resulted in experienced practicing nurses leaving the bedside. Some of these roles include care coordinator or case manager, nurse informatics coordinator, patient safety/quality specialist, and coding specialist. All these nonclinical positions require a minimum of a BSN. There is an ongoing need for nurses in clinical operational management positions (assistant nurse manager, supervisor, director, administrator, educator). These clinical management positions are essential for smooth operation of our facilities and require a minimum preparation of a bachelor's degree and in some institutions a master's degree.

Nemours Children's Hospital

Nemours Children's Primary Care

Nemours Children's Specialty Care

While both the ASN and BSN graduates enter the institution with similar clinical skills, the BSN nurses are more knowledgeable about evidenced-based practice, research, have superior critical thinking skills, and are more professionally involved at their institutions. The ASN graduates from Valencia College will remain an important part of our team and they have excellent clinical knowledge and skills. The addition of the BSN program locally will be a great addition to support nurses locally who have already achieved their ASN and will be a tremendous bridge for those who wish to pursue their BSN degree.

Nemours Children's Urgent Care

Nemours Adult Pediatrics

Nemours Estate

Sincerely,

Nemours Fund for
Children's Health

Nemours Health &
Performance Services

Helen Case DNP, MA, RN, NEA-BC
Operational Vice President
Chief Nursing Officer

Nemours Office of Policy
and Evaluation

Nemours Senior Care

Your child. Our promise.
Nemours.org

Supplemental Materials B.1.5- Letters of Support- Healthcare Industry

C. Orlando Health: Orlando Regional Medical Center - Willis



Orlando Regional
Medical Center

ADMINISTRATION
541 W. Underwood St., MF 61 • Orlando, FL 32806
tel 407.511.5161 • fax 407.629.6815 | OrlandoHealth.com

RECEIVED

NOV 18 2016

COLLEGE

November 17, 2016

Dr. Sandy Shugart, President
Valencia College
1800 South Kirkman Road
Orlando, FL 32811

Dear Dr. Shugart,

Please accept this as a letter of support for the addition of a baccalaureate program at Valencia College. At our institution there is a growing need for bachelor's prepared nurses (BSN) or higher. It is our goal to achieve 80% BSN graduates by 2020. Nurses' knowledge of evidenced-based practice, research, managing care across the continuum, as well as healthcare finance and quality is essential for health care institutions to be successful in the future. The ability of nurses in clinical practice to lead teams and projects and commit to be professionally engaged as active participants and members of interdisciplinary teams is vital.

There has also been an emergence of new roles requiring nursing expertise that has resulted in experienced practicing nurses leaving the bedside. Some of these roles include care coordinator or case manager, nurse informatics coordinator, patient safety/quality specialist, and coding specialist. All these nonclinical positions require a minimum of a BSN. There is an ongoing need for nurses in clinical operational management positions (assistant nurse manager, supervisor, director, administrator, and educator). These clinical management positions are essential for smooth operation of our facilities and require a minimum preparation of a bachelor's degree and in some institutions a master's degree.

While both the ASN and BSN graduates enter the institution with similar clinical skills, the BSN nurses are more knowledgeable about evidenced-based practice, research, have superior critical thinking skills, and are more professionally involved at their institutions. The ASN graduates from Valencia College will remain an important part of our team and they have excellent clinical knowledge and skills. The addition of the BSN program locally will be a great addition to support nurses locally who have already achieved their ASN and will be a tremendous bridge for those who wish to pursue their BSN degree.

Sincerely,

Jayne Willis, MSN, RN, NEA-BC
Vice President of Nursing, Orlando Health
Chief Nursing Officer, ORMC

Supplemental Materials B.1.5- Letters of Support- Healthcare Industry

D. VA Healthcare System



DEPARTMENT OF VETERANS AFFAIRS
VA Medical Center
13800 Veterans Way
Orlando, FL 32827

MAR 24 2017

In reply refer to:
675408

Dr. Sandy Shugar
President
Valencia College
1800 Kirkman Road
Orlando, FL 32811

Dear Dr. Shugar

I am pleased to provide this letter of support for the addition of a Bachelor of Science in Nursing (BSN) program at Valencia College. As you are aware, the Orlando VA Healthcare System has recently transitioned from a large, multi-site, predominantly outpatient system to a much larger, more complex tertiary healthcare delivery system, with the opening of our new VA Medical Center in Lake Nona. During this transition, we have worked hard to recruit the highest qualified candidates for our nursing positions and have been very successful, with over 70% of our Registered Nurses (RNs) possessing a BSN or higher degree. Data presented at the most recent Regional Nursing Workforce Summit confirms a regional shortage of RNs, estimating that based on planned growth and expansions, "without accounting for retirements, there will be close to 8,400 RN openings in the region by 2023". Our organization alone created more than 400 new nursing positions in recent years with the activation of our new VA Medical Center at Lake Nona.

The opening of our new Medical Center shifted our emphasis on outpatient care to expanding inpatient capabilities and defining new roles, requiring different nursing expertise in such areas as Care/Case Management/Coordination, Utilization Management, Nursing Informatics, specialized acute inpatient care, and Coding. Additionally, the continuing growth of our workforce produces an ongoing need for skilled nurses in management positions essential for leading the operations of our varying sites of care. Our front-line nursing supervisors (Nurse Managers) are required to possess a minimum of a BSN Degree, and most have their Master's Degree. The addition of another BSN program locally will provide support for our Staff (bedside) Nurses who have already achieved their Associate's Degree and may wish to pursue their BSN degree with approved funding through our National Nursing Education Initiative (NNEI) scholarship program which is offered by the Department of Veterans Affairs.

The VA continues to adjust to the changing care needs and demands of our Veterans and our nurses must be able to effectively investigate evidenced-based outcomes and introduce them into practice. Our RN's ability to manage care across the continuum is essential for the success of our mission. The skills of our nurses in clinical practice in leading/directing teams and in becoming actively involved as members of Patient-Aligned Care Teams is essential as we seek to make our care delivery system truly patient-centered. These are some of the advanced knowledge and higher-level skill needs that come from BSN training and therefore, I wish to extend my full support to Valencia College in their pursuit of approval for an additional BSN Program here in Central Florida.

If I can be of any further assistance, please do not hesitate to contact me at 407-631-0108.

Sincerely,


Kathleen L. Cole, RN, BSN, MS, NEA-BC
Associate Director, Patient Care Services

Supplemental Materials B.1.6-Data Source References

A. Career Pathways in Nursing: RN to BSN Programs

Career Pathways in Nursing: Entry Points and Academic Progression

Page 1 of 1

RN to BSN Programs

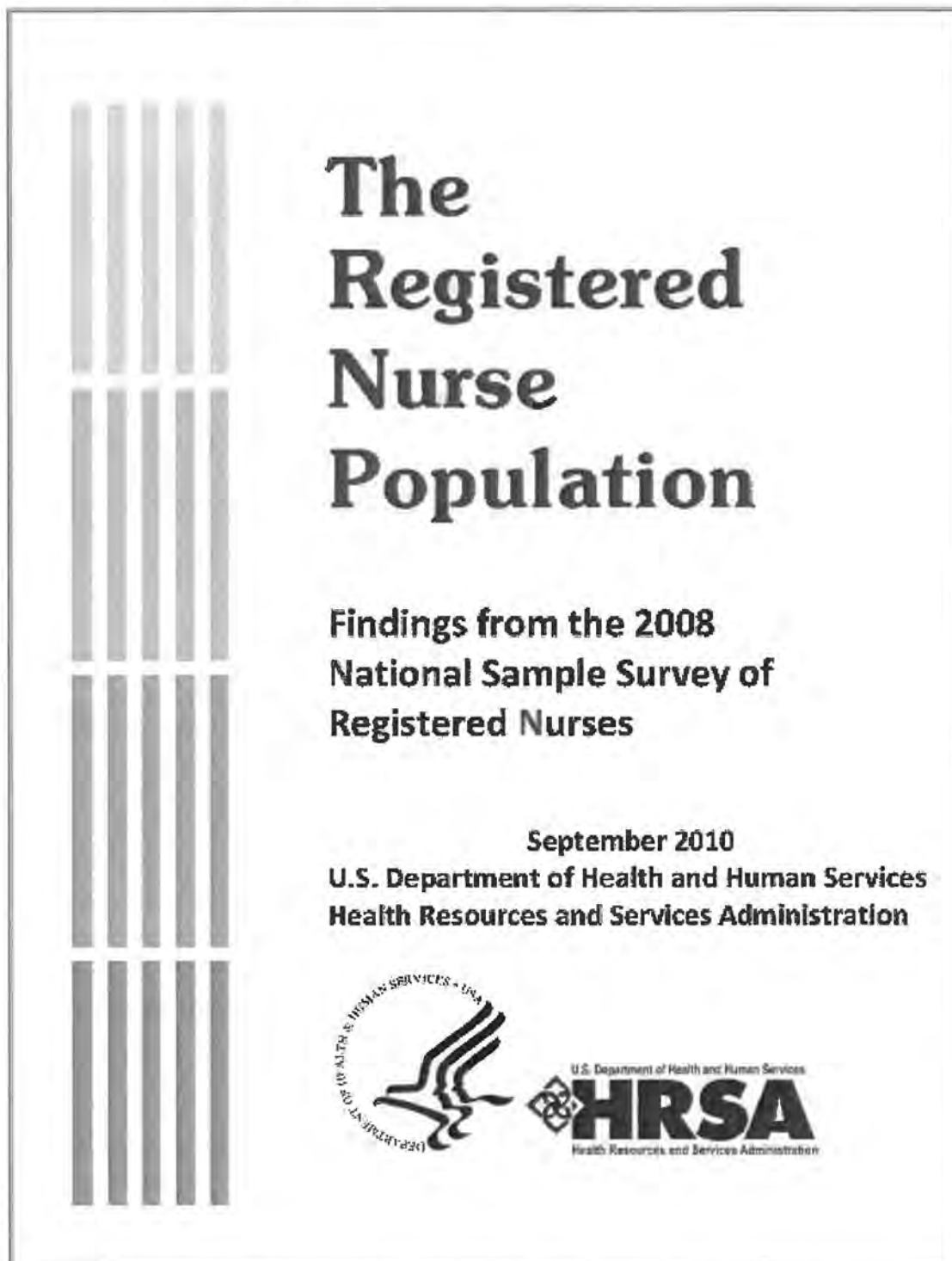
In addition to the growing number of RN to MSN programs, RN to BSN programs provide an efficient bridge for diploma and ADN-prepared nurses who wish to expand and enhance previous knowledge and advance in their careers. In fact, most RNs who advance their formal education beyond their initial preparation choose to complete a baccalaureate nursing program ([HRSA, 2007](#)). RN to BSN programs build on initial nursing preparation with course work to enhance professional development, prepare for a broader scope of practice, and provide a better understanding of the cultural, political, economic, and social issues that affect patients and influence care delivery. These programs are growing in importance since many professional practice settings, including Magnet hospitals and academic health centers, now require or prefer the baccalaureate degree for specific nursing roles.

<http://nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/...> 3/28/2017

The HRSA 2007 reference is to the RN Population report in the next Data Source Reference: Supplemental Materials B.1.6.B-Data Source References

Supplemental Materials B.1.6-Data Source References

- B. HRSA 2007 - The Registered Nurse Population: Findings from: The March 2008 National Sample Survey of Registered Nurses, Section 2.7, p. 59 of 359. Washington, DC: U.S. Department of Health and Human Services.



Full report: <https://bhwh.hrsa.gov/sites/default/files/bhw/nchwa/rnsurveyfinal.pdf>.

Excerpt from the report referenced on p.

RNs who work in a State that participates in the Nurse Licensure Compact (the Compact) can work in multiple States even if they hold only one RN license. States in the Compact agree to recognize licenses from other States in the Compact rather than require another RN State license. The effect of the Compact on employment is discussed in Chapter 3.

2.7 Degrees Obtained After Initial Nursing Education

The NSSRN collects data on all academic degrees received after initial RN education; this includes both nursing degrees and non-nursing degrees. Table 2-5 presents the highest nursing degrees of RNs. Among all licensed RNs, 47.2 percent have earned at least a bachelor's degree in nursing.

Table 2-3. Highest nursing degree, by employment status

	Total (number)	Total (percent)	Working in nursing (number)	Working in nursing (percent)	Not working in nursing (number)	Not working in nursing (percent)
Total	3,063,162	100	2,596,599	100	466,564	100
Diploma	474,043	15.5	345,397	13.3	128,646	27.6
Associate	1,140,465	37.2	1,002,682	38.6	137,783	29.5
Bachelor's and higher	1,444,528	47.2	1,245,180	48.0	199,348	42.7

Source: 2008 National Sample Survey of Registered Nurses

Many RNs hold additional degrees that are not specifically nursing degrees but which are related to their nursing employment. If an RN respondent indicated that a non-nursing degree was related to his or her career in nursing, the degree is described as a "nursing-related" degree. Nursing-related degrees include public health, health administration, social work, education, and other fields. For much of this report, nursing and nursing-related degrees are presented together to provide a measure of the level of education from which RNs draw to complete their jobs.

In 2008, half of the RN population had a bachelor's or higher degree in nursing or a nursing-related field (Figure 2-4 and Appendix A, Table 8). In 2008, 32 percent of RNs with a bachelor's or higher degree reported that their initial RN education was a diploma or an ADN, demonstrating that many RNs pursue additional degrees after completion of their initial RN education. Other data reveal that RNs with graduate degrees have increased significantly in the last 20 years (Figure 2-4).

Supplemental Materials B.1.6-Data Source References

C. American Academy of Pediatrics – AAP Policy Statement Recommends Full Time Nurse in Every School

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

AAP Policy Statement Recommends Full Time Nurse in Every School

5/23/2016

The role of the school nurse has evolved and become increasingly important since first introduced in the United States more than a century ago, yet school district policies regarding school nurses lack uniformity and should be updated, according to a policy statement issued by the American Academy of Pediatrics.

The policy statement, published in the June 2016 issue of *Pediatrics* (published online May 23), calls for a minimum of one full-time registered nurse in every school. The policy replaces a prior version published in 2008.

Previously, the AAP had supported ratios of 1 school nurse to 750 students in the healthy student population, and a 1:225 ratio for student populations who need daily professional nursing assistance. According to the updated policy statement, the use of a ratio for workload determination in school nursing is inadequate to fill the increasingly complex health needs of students.

"School nursing is one of the most effective ways to keep children healthy and in school and to prevent chronic absenteeism," said Breena Welch Holmes, MD, FAAP, a lead author of the policy statement and chair of the AAP Council on School Health. "Pediatricians who work closely with school nurses will serve all of their patients better."

The school nurse's job comprises much more than just health services. School nurses provide surveillance, chronic disease management, emergency preparedness, behavioral assessment, ongoing health education and extensive case management, among other duties. The policy statement notes that school nurses today monitor more children with special needs, and help with medical management in areas such as attention-deficit/hyperactivity disorder, diabetes, life-threatening allergies, asthma and seizures.

School nurses participate in public health arenas such as immunization, obesity prevention and substance abuse assessment. The policy statement notes that collaboration among pediatricians, families and the school medical team is increasingly critical to optimal health care in both office and community settings. Yet, school nurse staffing patterns vary widely across the United States.

Besides advocating for a full-time nurse in every school, the American Academy of Pediatrics recommends that pediatricians ask their patients' school-related questions, such as whether health problems contribute to chronic absenteeism. Pediatricians are encouraged to include school contact information within the student's electronic health record and share relevant information with the school nurse.

"As student health needs become more complex, the school nursing role has expanded to include additional responsibilities," said co-author Anne Sheetz, MPH, RN, NEA-BC. "By establishing working relationships with the pediatrician, school nurses can help manage chronic conditions and develop individualized health care plans for each student."

###

The American Academy of Pediatrics is an organization of 64,000 primary care pediatricians, pediatric medical subspecialists and pediatric surgical specialists dedicated to the health, safety and well-being of infants, children, adolescents and young adults. For more information, visit www.aap.org.

Supplemental Materials B.1.6-Data Source References

D. Orange County Public Schools RN to Student and School Ratios (14-15)

Orange 2014-2015 Summary of School Health Services



Legislative Authority for School Health Services provided by Florida Statute Sections 381.0058, 381.0057, 402.3026.

Note: The data contained in this report is a combination of data from local private Annual School Health Service Reports, survey data collected from the Department of Health - Health Management System, Web Statistics, School-to-21 Funding Allocation Reports, and the Department of Education (DOE). Annual school health service reports submitted by Florida counties contain information on school health services provided by county health departments, school districts and community partners.

Public Schools and Students		School Health Staff (Excludes Exceptional Student Education Staff)	
Elementary and High School Students		Ratio of Registered Nurses (RN) to Schools and Students	
Kindergarten Through 12th Grade Students		Registered Nurse to Student Ratio	1 : 5,458
Annual Average Number of Health Room Visits per Student		Registered Nurse to School Ratio	1 : 4,18
% of Students Returning to Class After Health Room Visits		Note: The school nurse (professional registered nurse) to student ratio is determined by the American Association of School Nurses, the Association of School Nurses, and U.S. Department of Health and Human Services as one school nurse for every 750 students.	
Annual Average Number of Services Per Student		County Health Department	
Note: based on U.S. student membership and school counts for: status: Vocational/Technical, Department of Juvenile Justice, Jail, Residential and Virtual Schools		Registered Nurses	14.41
		Licensed Practical Nurses	20
		Health Assistants	6.00
Funding for School Health Services		School District	
County Health Department Schedule C Revenue		Registered Nurses	56.00
Tobacco Settlement Funds	\$0	Licensed Practical Nurses	2.11
General Revenue	\$1,673,927	Health Assistants	108.00
State 2011 Green Child Health Insurance Program	\$1,444,120	Community Partners (Public and Private)	
County Health Department Schedule C Subtotal	\$1,146,556	Registered Nurses	6.11
County Health Department - Other Funding	\$0	Licensed Practical Nurses	2.00
County Health Department Total	\$1,146,556	Health Assistants	5.00
School District Subtotal	\$6,021,785	Total Health Staff	
Community Partners (Public and Private) Subtotal	\$564,824	Registered Nurses	57.00
Total	\$7,832,169	Licensed Practical Nurses	6.11
Annual Per Student Expenditure for School Health	\$39.21	Health Assistants	116.00
Note: Per Student expenditure includes funding from all of the above resources.			
Reported Student Health Conditions		Key School Health Services in Health Management System	
Type of Health Condition	Number of Conditions Reported	Missing Assessment/Consulting	242,401
Allergies: Life-Threatening	2,580	Licensed Practical Nurse Encounter	300,862
Allergies: Non-Life-Threatening	8,871	Paraprofessional Evaluation/Treatment	623,468
Asthma	16,031	Staff/Parent Consultation	165,767
Attention Deficit/Hyperactivity Disorder	8,170	Individualized Health Care Plan Development	2,365
Seizure Disorder	1,852	Complex Medical Procedures	118,022
Cardiac	617	Exceptional Student Education Staffing	32
Psychiatric	1,071	Health Record Reviews	31,008
Diabetes	830	Immunization Follow-up	32,767
Kidney Disease	214	First Aid Administration	66,824
Sickle Cell Disease	423	Health Education Classes	321
Respiratory Condition	179	All Other Services	433,874
Cancer	180	Total Services	2,134,961
Cystic Fibrosis	64	Students Reported Needing Procedures	
All Other	2,131	Procedures	Total
Total	40,385	Ophthalmologic Examining	2,115
Students Reported Needing Medications		Glucose Monitoring	844
Medications	Total	Chemotherapy	40
Insulin Administration	874	Colostomy, Ileostomy, Jejunostomy	23
Medications (Other Injections)	124	Pharmacy Monitoring	84
Medications (Intravenous)	10	Tube Feeding (e.g., G.J., PEG, NG)	178
Medications (Oral)	1,109	Oxygen Continuous or Intermittent	6
Medications (Nasal)	2,085	Epinephrine Collection or Testing	34
Medications (Other Inhalers)	114	Tracheostomy Care	17
Totals	4,807	Ventilator/Respirator Care	58
		Other Procedures	110
		Totals	3,603

Orange 2014-2015 Summary of School Health Services

Legislative Authority for School Health Services provided by Florida Statute Sections 381.0058, 381.0057, 402.3026.



Note: The data contained in this report is a combination of data from local property Annual School Health Service Reports, service data collected via the Department of the State Health Management System, Vital Statistics, Statistics & Funding Allocation Reports, and the Department of Education (DOE). Annual school health service reports submitted by Florida counties contain information on school health services provided by county health departments, school districts and community partners.

Estimated Health Room Visits and Medication Doses Administered			Schools with Comprehensive School Health Services		
	Daily	Annual	Note: Comprehensive school health services include basic school health services and additional prevention services and care management to promote retention in school.		
Average Student Health Room Visits	6,616	1,172,816	Number of Comprehensive Schools	5	
Average Medication Doses Administered	3,357	344,224	Number of Comprehensive Students	32,110	
Annual Medical Procedures and Medication Doses by Type					
Based on a 36 Week School Year					
Procedures and Medication Doses	FTE Week Services Reported	Estimated Annual Services			
Cardiomyopathy Counseling	118	41,808	Dental Health Education	11	
Cellulitis/Cellulitis	160	5,760	Nutrition and Physical Activity Classes	9,480	
Colostomy, Ileostomy, Esophagostomy	207	7,452	Alcohol, Tobacco and Other Drug Abuse Prevention Classes	51	
Electric Shocking	117	4,212	Pregnancy Prevention Classes	54	
Tube Feeding (e.g., G.J. Feeding, NG)	319	8,804	Sexually Transmitted Diseases (including HIV) Prevention	56	
Glucose Monitoring	1,291	46,476	Violence Prevention/Conflict Resolution Classes	12	
Insulin Administration	869	31,284	Suicide Prevention Classes	1	
Medications (Inhaled)	1,032	38,312	Comprehensive Birth Rate Per 1,000, 8th-12th Grade Females	0	
Medications (Injectable)	111	4,004	Countywide Birth Rate Per 1,000, All 11-13 Year-Old Females	3.71	
Medications (Keflex)	366	11,088	Low Weight: Ratio (% of children less than 2,500 grams)	0%	
Medications (Oral)	4,204	151,344	Percent of Students Remaining in School After Giving First Aid	38%	
Medications (Other Routes)	72	2,592	Full Service Schools		
Oxygen Concentrator Maintenance	13	468	Note: Full Service Schools provide basic school health services and supervise the provision of donated for-kind health and social services on school campuses.		
Specimen Collection or Testing	29	1,044	Number of Full Service Schools	4	
Tracheostomy Care	83	3,004	Number of Full Service Students	81,078	
Ventilator/Respirator Care	2	72	Number of In-Kind Hours from Health/Social Services Agencies	54,118	
Other Procedures	486	16,116	Dollar Value of In-Kind Hours Donated by Local Agencies	\$660,591	
Totals	10,007	371,062			
Note: Estimate based on services provided during February, Full Time Equivalent (FTE) Week.					
School Health Screening of Students in Grade Levels Mandated by Chapter 84F-8.003, Florida Administrative Code					
Screenings, Referrals and Follow-up		Vision	Hearing	Scoliosis	Growth and Development with Body Mass Index
Target Populations (Mandated grade levels for each screening)		K-5, 1st, 3rd, 8th	K-5, 1st, 8th	8th	1st, 3rd, 8th
Number of students in mandated grades (minus opt-outs)		68,650	46,543	13,850	45,121
Number (%) of students screened in mandated grades		58,888	40,332	13,347	41,488
Percent (%) of students screened in mandated grades		85.8%	86.6%	97.67%	91.97%
Number (%) of students referred for referral results		8,616	1,114	117	4,612
Body Mass Index Screening Results		Healthy Weight (50th to 85th)	Underweight (<50th percentile)	Overweight (85th to <95th)	Obese (≥95th)
Number of 1st, 3rd, 8th grade students by BMI Percentile		75,343	1,316	6,517	7,737
Percent of 1st, 3rd, 8th grade students by BMI Percentile		81.00%	1.00%	15.90%	12.10%

Supplemental Materials B.1.6-Data Source References

E. Osceola District Schools RN to Student and School Ratios (14-15)

Osceola 2014-2015 Summary of School Health Services



Legislative Authority for School Health Services provided by Florida Statute Sections 381.0056, 381.0067, 402.3025

Note: The data contained in this matrix is a combination of data from local county Annual School Health Services Reports, service data entered into the Department of Health's Health Management System, Vital Statistics, Schedule C Funding Allocation Reports, and the Department of Education (DOE). Annual school health services reports submitted by Florida counties contain information on school health services provided by county health departments, school districts and community partners.

Public Schools and Students		School Health Staff (Excludes Exceptional Student Education Staff)	
Elementary/Middle/High/Combined Levels Schools		Ratio of Registered Nurses (RN) to Schools and Students	
Kindergarten Through 12th Grade Students		Registered Nurse to Student Ratio	
Annual Average Number of Health Room Visits per Student		Registered Nurse to School Ratio	
% of Students Returning to Class After Health Room Visits		Note: The school nurse (professional registered nurse) to student ratio recommended by the American Academy of Pediatrics, National Association of School Nurses, and U.S. Department of Health & Human Services is one school nurse for every 750 students.	
Annual Average Number of Services Per Student		County Health Department	
Note: Based on DOE student membership and school counts for, where Vocational Technical, Department of Juvenile Justice, Residential and Homeless students.		Registered Nurses	
Funding for School Health Services		Licensed Practical Nurses	
County Health Department Schedule C Revenue		Health Aide/ Techs	
Tobacco Settlement Funds		School District	
General Revenue		Registered Nurses	
Tillman (State Child Health Insurance Program)		Licensed Practical Nurses	
County Health Department Schedule C Subtotal		Health Aide/ Techs	
County Health Department - Other Funding		Community Partners (Public and Private)	
County Health Department Total		Registered Nurses	
School District Subtotal		Licensed Practical Nurses	
Community Partners (Public and Private) Subtotal		Health Aide/ Techs	
Total		Total Health Staff	
Annual Per Student Expenditure for School Health		Registered Nurses	
Note: Per Student expenditure includes funding from all of the above sources.		Licensed Practical Nurses	
		Health Aide/ Techs	
Reported Student Health Conditions		Key School Health Services in Health Management System	
Type of Health Condition	Number of Conditions Reported	Allergy Assessment/Counseling	
Allergies (Life Threatening)	426	Licensed Practical Nurse Enrollment	
Allergies (Not Life Threatening)	3,868	Therapeutic Professional Evaluation/Treatment	
Asthma	4,264	Staff Patient Consultation	
Attention Deficit/Hyperactivity Disorder	202	In-Junct and Health Care Plan Development	
Seizure Disorder	612	Complex Medical Procedures	
Cancer	257	Exceptional Student Education Staffing	
Psychiatric	0	Health Record Reviews	
Diabetes	102	Immunization Follow-up	
Kidney Disease	80	First Aid Administration	
Sickle Cell Disease	75	Health Education Classes	
Bleeding Disorder	26	All Other Services	
Lancer	16	Total Services	
Cystic Fibrosis	16	Students Reported Needing Procedures	
All Other	682	Procedure	
Total	11,828	Total	
Students Reported Needing Medications		Cardiothoracic Counseling	
Medications	Total	Glucose Monitoring	
Insulin (Administered)	11	Catheterization	
Medications (Other Injections)	13	Colonoscopy, Hysteroscopy, Laparoscopy	
Medications (Inhalant/Oral)	0	Electronic Monitoring	
Medications (Inhaled)	79	Tube Feeding (e.g., G, J, PEG, NG)	
Medications (Oral)	208	Oxygen Continuous or Intermittent	
Medications (Inject)	5	Specimen Collection or Testing	
Medications (Other Routes)	10	Tracheostomy Care	
Totals	326	Ventilator/Respiratory Care	
		Other Procedures	
		Totals	

Thursday, January 28, 2016

Page 1 of 2

Web location: http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/documents/2014-2015_data_summary.pdf

Osceola 2014-2015 Summary of School Health Services

Legislative Authority for School Health Services provided by Florida Statute Sections 881.0058, 381.0057, 402.3026.



Note: The data presented in this report is a compilation of data from local county Annual School Health Service Reports, service data collected into the Department of Health's Health Management System, 9th Standards, Standard C Focusing Alternative Reports, and the Department of Education (DOE). Annual school health service reports submitted by 13 local counties contain information on school health services provided by county health departments, school districts and community partners.

Estimated Health Room Visits and Medication Doses Administered			Schools with Comprehensive School Health Services	
	Daily	Annual	Note: Comprehensive school health services include basic school health services and additional prevention services and care management to promote retention in school.	
Average Student Health Room Visits	5,822	705,880	Number of Comprehensive Schools	74%
Average Medication Doses Administered	622	93,888	Number of Comprehensive Students	45%
Annual Medical Procedures and Medication Doses by Type			Dental Health Education	74%
Based on a 36 Week School Year			Nutrition and Physical Activity Classes	74%
	PTE Week Services Reported	Estimated Annual Services	Alcohol, Tobacco and Other Drug Abuse Prevention Classes	74%
Procedures and Medication Doses:			Pregnancy Prevention Classes	74%
Catheter Care Counting	588	11,174	Sexually Transmitted Diseases (including HIV) Prevention	74%
Catheterization	155	5,580	Violence Prevention/Conflict Resolution Classes	74%
Colonoscopy, Ileostomy, Jejunostomy	8	216	Smoking Prevention Classes	74%
Electrolyte Monitoring	76	888	Comprehensive Birth Rate Per 1,000, 8th-12th Grade Females	74%
Tube Feeding (e.g., GJ, TEO, NG)	181	5,796	Countywide Birth Rate Per 1,000 All 1-18 Year-Old Females	74%
Glucose Monitoring	762	27,488	Females	74%
Insulin Administration	485	17,460	Female	74%
Medications (Inhaled)	382	14,112	Low Weight, Birth (kg of birth less than 2,500 grams)	45%
Medications (Injection)	77	2,557	Percent of Students Returning to School After Giving Birth	74%
Medications (Nasal)	0	0		
Medications (Oral)	1,801	67,836	Full Service Schools	
Mental Health (Other Health)	64	1,056	Note: Full Service Schools provide comprehensive health services and coordinate the provision of needed physical health and social services on school campuses.	
Oxygen Concentration Measurement	0	0	Number of Full Service Schools	10
Specimen Collection or Testing	5	180	Number of Full Service Students	11,147
Tracheostomy Care	64	3,024	Number of In-Kind Hours from Health/Social Service Agencies	121,674
Ventilator-Dependent Care	0	0	Dollar Value of In-Kind Hours Donated by Local Agencies	\$1,748,396
Other Procedures	481	18,144		
Totals	4,877	168,072		
Note: Estimates based on services provided during February Full Time Equivalent (FTE) Week.				
School Health Screening of Students in Grade Levels Mandated by Chapter 64F-8.003, Florida Administrative Code				
Screenings, Referrals and Follow-up		Vision	Hearing	Scallops
Target Populations (Mandated grade levels for each screening)		K-5, 1st, 3rd, 8th	K-5, 1st, 8th	8th
Number of students in mandated grades (minus opt-outs)		17,348	15,333	4,242
Number (%) of students screened in mandated grades		16,708	11,743	3,757
Percent (%) of students screened in mandated grades		96.07%	76.63%	88.57%
Number (%) of students with mandated screening results		1142	241	108
Body Mass Index Screening Results		Healthy Weight (8th to <88th)	Underweight (<8th percentile)	Overweight (88th to <99th)
Number of 1st, 3rd, 5th, 8th grade students by BMI Percentile		7,427	716	2,275
Percent of 1st, 3rd, 5th, 8th grade students by BMI Percentile		50.72%	4.30%	10.14%
Growth and Development with Body Mass Index		Obese (≥ 99th)		
		5,117		
		17.81%		

Supplemental Materials B.1.6-Data Source References

F. OCPS Philanthropic Strategic Plan (2012-13) Intent to hire BSN nurses (see yellow highlights)



Philanthropic Strategic Plan

Licensed Nurses in Every School

Nurses play a critical role in the health of a school community, and the daily needs of students, families and staff are beyond what a non-licensed school health assistant can provide.

Research indicates that school nurses reduce absenteeism (Maughan, 2003) and that a higher nurse to student ratio is related to better attendance rates (Pennington & Delaney, 2008). School absences affect student academic performance and contribute to increased school drop-out rates. This, in turn, has economic and social repercussions for individuals, families and the community (Pennington & Delaney, 2008). School nurses are significantly less likely to dismiss a student from school early than non-licensed personnel (Pennington & Delaney, 2008; Wyman, 2005).

Orange County Public Schools (OCPS) leadership aims to have a licensed practical nurse (LPN) in every elementary school and a registered nurse (RN) in every middle and high school. With current partners currently in place, the district needs an additional 85 LPNs for elementary schools and 34 RNs for secondary schools.

OCPS also needs two district-level Advanced Registered Nurse Practitioners (ARNP) to address complex medical issues and problem solving. Nurses at this level will work with the most medically fragile students. The district has six center sites countywide serving elementary students with intense medical needs, four middle school center sites and five high school center sites.

The return to class rate in Winter Park Consortium Schools that have licensed medical professionals in their clinics is 92.6 percent. The OCPS return to class rate in schools with the unlicensed School Health Assistants (SHA) is 76.3 percent.

Budget: \$4,559,244 per year

\$28,714 per elementary school

\$57,093 per middle or high school

\$68,866 per ARNP

Return on Investment: Less student absenteeism; less time taken by teachers, principals and staff for health issues; and improved wellness that will lead to better academic performance.

The National Association of School Nurses Guidelines recommends a ratio of one school nurse to every 750 students. The OCPS ratio is one school nurse (RN, ARNP) to 3,836 students.





Licensed Nurses in Every School

Targeted Population Needs Statement

K-12

Health care is a key factor in the academic success of students. School budget cuts have left students with a growing range of physical and mental health problems in the care of a non-licensed school health assistant (SHA) at 88 of the county's elementary schools, 25 middle schools and five high schools.

The National Association of School Nurses 2010 guidelines recommend a ratio of school nurses to students of 1:750 for well students; 1:225 in student populations that may require daily professional school nursing services or interventions; and 1:225 in student populations with complex health care needs.

The OCPS school nurse to student ratio is 1:3,836. This ratio only includes advanced nurse practitioners (ARNP) and registered nurses (RN). It does not include licensed practical nurses (LPN) or school health assistants (SHA). SHAs are not licensed medical professionals.

Obesity has more than tripled among adolescents in the past 20 years, and 33 percent of students are obese or overweight, with related mental and physical health issues, including depression and the growing number of Type 2 diabetes cases. In Orange County, 32 percent of 1st, 3rd and 6th graders are considered obese or overweight. Students with chronic health conditions or problems such as attention disorders, Type 1 diabetes, epilepsy or asthma may require help with medication or other assistance from a school nurse.

During the 2010-11 school year, 10 percent of OCPS students were absent for 21 or more days. Chronic health conditions play a role in student absenteeism. More than one-third of the children ages 1 to 11 and roughly 40 percent of adolescents living in Orange County suffer from allergies or asthma. Roughly half of the county's elementary students have missed school due to asthma, while nearly 40 percent of their parents missed work due to their child's asthma. Roughly one-fourth of the adolescents have missed school due to asthma, and nearly 15 percent of their parents missed work because of their adolescent's asthma.

Currently, the total staff for all OCPS clinics is 215. This is more than the total number of OCPS schools due to sites with more than one clinic staff person on the campus. The intensity of medical needs of the students on the campus dictates the number of medical staff required.

2012-13 OCPS Clinic Staff:

	Elementary Schools	Middle Schools	High Schools	Special Day Schools	Learning Community
ARNP	4	2	2	0	0
RN	11	8	10	5	5
LPN	33	7	7	3	0
SHA	88	23	5	0	0
TOTAL	136	17	24	8	5

Proposal

Some of the licensed medical professions listed above may be funded wholly or partially by Orlando Health, Winter Park Health Foundation, Rosen, Inc. or the Orange County Health Department.

Nurses play a critical role in the health of a school community, and the daily needs of students, families and staff are beyond what a non-licensed school health assistant (SHA) can provide. According to the National Association of School Nurses, schools benefit from having an on-site nurse in five ways:

Attendance: School nurses improve attendance through health promotion, disease prevention and disease management. 'Students with a full-time nurse have about half the student illness- or injury-related early releases from school compared to schools where no school nurse is present.

Academics: Improved attendance means the healthy student is in the classroom ready to learn. School nurses enable better performance, which also contributes to reducing drop-out rates.

Time: School nurses save principals almost an hour a day, teachers almost 20 minutes a day and clerical staff more than 45 minutes a day.

Staff Wellness: Providing school nurses allows teachers more instructional time, office staff spend less time calling parents and sending students home, and healthy staff means increased attendance and productivity.

Accountability: School nurses help schools stay accountable by promoting compliance with federal and state laws that mitigate lawsuits; preparing for emergencies; and addressing student mental health links to academic achievement.

The district's goal is to have a licensed practical nurse (LPN) in every elementary school and a registered nurse (RN) in every middle and high school in Orange County. With the partnerships currently in place, the district needs 85 LPNs for elementary schools and 34 RNs to replace current LPNs and SHAs in middle and high schools to achieve this goal.

Additionally, two Advanced Registered Nurse Practitioners (ARNP) will work at the district level to address complex medical issues and help with problem solving. Nurses at this level are needed to work with the schools that have the most medically fragile students who need services such as tracheostomy care. The district has six center sites county-wide serving elementary students with intense medical needs, four middle school center sites and five high school center sites.

Return on Investment

At this time, OCPS partners with agencies for assistance (Winter Park Health Foundation, Orlando Health/Health Central, and Harris Rosen, Inc.). Each agency provides all or partial funding for medical personnel in OCPS school clinics.

¹School Nurses' New Role in Children's Health, Laura Landro, The Wall Street Journal, September 24, 2012.



	<p>Winter Park Health Foundation: Aloma, Audubon Park, Cheney, Hungertford, Lake Sybelia, Lakemont, Brookshire, Dommerich elementary schools and Glenridge and Maitland middle schools.</p> <p>Orlando Health/Health Central: Clarcona, Lake Whitney, Maxey, Ocoee, Thornebrooke, Tildenville, West Oaks, Whispering Oaks, Windermere, and Spring Lake elementary schools, Windy Ridge K-8, Teen Xpress Mobile Unit (Evans HS, Jones HS, Memorial MS), and Ocoee High School.</p> <p>Harris Rosen, Inc.: Tangelo Park Elementary School</p> <p>Orange County Health Department: Hiawasee Elementary School, Robinswood Middle School and Evans High School.</p> <p>Full Service Schools: Grand Ave. Primary Learning Center, Orange Center Elementary School, and Colonial High School.</p> <p>Citizens Commission for Children: Tangelo Elementary School, Walker Middle School, Oakridge High School</p> <p>The return to class rate in Winter Park Consortium Schools that have licensed medical professionals in their clinics is 92.6 percent. Orange County Public Schools return to class rate with schools with School Health Assistants is 76.3 percent. Students return to class approximately 20 percent more of the time when there is a nurse in the clinic.</p>
	<p>Evaluation Plan</p> <p>Formative Evaluation/Progress Monitoring:</p> <p>Orange County Public Schools Monthly Clinic Services Report Orange County Public Schools Documentation of Health Service Orange County Public Schools Health Room Log Sheet Orange County Public Schools School Health Room Summary Worksheet Winter Park Health Foundation SNICRS Data Report</p> <p>Summative Evaluation:</p> <p>Orange County Public School Nurse Observation and Evaluation Form Winter Park Health Foundation's Nurse Clinical Competencies</p>
	<p>Sustainability</p> <p>This is a district-wide initiative supported by the school board and superintendent, and all principals will be asked to support the initiative.</p>
	<p>Key Personnel</p> <p>Registered Nurse (RN)</p> <p>Qualifications: Bachelor's degree in Nursing from an accredited college or university and two (2) years of previous nursing experience. Certification or eligible for certification by the Florida State Department of Education. Must have and maintain a valid State of Florida Nursing license.</p> <p>Role: To provide medical care and services to students according to physician prescribed medical care and treatment orders. Responsible for addressing medical emergencies, assessing circumstances, conditions and</p>

resolving such according to established procedures and protocols, and providing intensive medical procedures to students.

Lead Learning Community Registered Nurse (RN)

Qualifications: Bachelor's degree in Nursing from an accredited college or university and two (2) years of previous nursing experience. Certification or eligible for certification by the Florida State Department of Education. Must have and maintain a valid State of Florida Nursing license. Worked one year as a School Based Health Care Provider.

Role: Provide supervision and support to school based health clinic staff. Train and education school based personnel in the best most current medical practices. Participate in and support Florida State mandated health screenings. Assist school based staff in the collection and correlation of clinic based services data.

Advanced Registered Nurse Practitioner (ARNP)

Qualifications: must be a registered nurse and have graduated from a Master's of Science in Nursing program or received a post-master's certification. Hold a current valid BLS certification.

Role: Current ARNPs in OCPS are found by outside sources. They act in supervisory roles to support health clinic staff while providing medical care to students and the community. The ARNP may interview clients, obtain and record health histories, perform physical and development assessments, order appropriate diagnostic tests, diagnose health problems, manage the health care of those clients for which he/she has been educated, provide health teaching and counseling, initiate referrals, and maintain health records. (Description taken from the Florida Department of Health; <http://www.doh.state.fl.us/mqa/nursing/protocolsample.htm>)

Licensed Practical Nurse (LPN)

Qualifications: Certification as a Licensed Practical Nurse from an accredited school is required. A minimum of two (2) years of nursing experience preferred. Must hold and maintain a valid Florida state license as a Licensed Practical Nurse (LPN). CPR/AED and First Aid certification is required.

Role: Employees in this classification are responsible for addressing medical emergencies, assessing circumstances and conditions, and resolving according to established procedures and protocols.

School Health Assistant (SHA)

Qualifications: High school diploma or GED is required. CPR/AED and First Aid certification is required.

Role: The position is to perform school-based health related duties associated with daily operations of the health room/clinic. Employees in this classification function at an entry level capacity and perform basic first aid duties associated with treating sick or injured students.





Budget

Personnel & Fringe Benefits

Average OCPS Licensed Practical Nurse (LPN) Cost: Salary - \$18,853; w/Benefits - \$28,714

Average OCPS Registered Nurse (RN) Cost: Salary: \$43,272; w/Benefits - \$57,083

Average Advanced Registered Nurse Practitioner (ARNP) Cost: Salary - \$73,549; w/Benefits - \$88,866

Elementary Schools:

Currently 40 Elementary Schools meet the proposal's criteria of having an LPN or higher in the clinic.

85 more LPN positions need to be purchased to meet the proposal's goal.

Total Cost for Additional LPNs for Elementary Schools:

$(85)(\$28,714) = \$2,440,690$

Secondary Schools:

Currently 19 Middle and High Schools meet the proposal's criteria of having an RN or higher in the clinic.

34 more RN positions need to be purchased to replace current LPN and SHA to meet the proposal's goals for secondary schools.

Total Cost for Additional RN to replace SHA's and LPN's at Middle & High:

$(34)(\$57,083.00) = \$1,940,822$

District:

Currently OCPS does not directly employ or pay for ARNPs.

2 ARNP positions need to be purchased to meet the proposal's goals.

Total Cost for Additional ARNPs: $(2)(\$88,866) = \$177,732$

Total Personnel & Fringe Benefits: \$4,559,244

OCPS Strategic Objective(s)

Intense Focus on Student Achievement

OCPS clinic staff improve students' participation and performance in rigorous curricula at all levels by increasing time on task, reducing absenteeism, and returning students to class by increasing the return to class from the clinic statistics.

Safe Learning and Working Environment

Clinic staff serves as school based health resources to assist OCPS schools meet all Orange County Health Department and other local agencies compliance standards.

Sustained Community Engagement

Community partnerships are fostered, registered, and maintained to provide the highest levels of nursing/health support in OCPS schools.

Contact(s)

Dr. Anna Diaz, Associate Superintendent for Exceptional Student Education
407-317-3200, Ext. 3229

anna.diaz@ocps.net

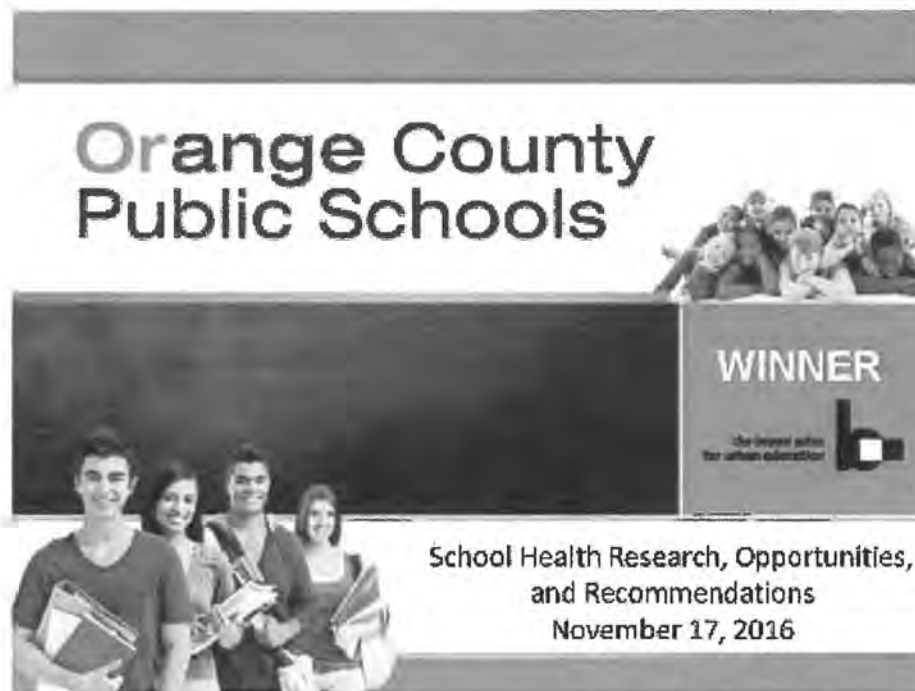
Lynda Langa, Director of Health, Behavioral and Specialized Services
(407) 317-3200, ext. 4085

lynda.langa@ocps.net

Supplemental Materials B.1.6-Data Source References

G. OCPS November 2016 School Health Research Worksession

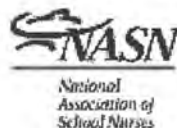
Documentation of ongoing work in OCPS regarding additional Nurses



Orange County Public Schools

Nurse to Student Ratios

Recommendation from:



American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN



Updated recommendation from NASN and American Academy of Pediatrics as of **May 2016**:
MINIMUM OF ONE FULL-TIME NURSE IN EVERY SCHOOL

Previous Recommendation:

- 1 Nurse per 750 Healthy Student Population
- 1 Nurse per 225 Students Requiring Daily Professional Nursing/Special Education
- 1 Nurse per Population with Complex Health Needs
- 1 Nurse per 1 Student with Multiple Disabilities

OPPORTUNITY

Community Partnerships

Recommendations/next steps:

- Establish partnerships with UCF and other academic institutions to supplement school health staffing and increase interest in school health careers via clinical rotations for nursing and nurse practitioner students, physician's assistant students, and medical students/residents
- Seek funding for three-year pilot program to increase staffing with nurse practitioners, credential nurse practitioners with insurers, implement electronic health record district wide, and initiate billing program

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OPPORTUNITY

Policies & Advocacy

Recommendations/next steps:

- Join school health advocacy organizations
- Inventory federal and state policies that support OCP's goal of placing a licensed school health professional in every school
- Track and support appropriate legislative efforts (i.e.; NURSE Act S3 2572 – federal demonstration grant program funding nurses based on Title I designation)
- Engage community partners in advocacy efforts

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Supplemental Materials B.1.6-Data Source References

H. Future of Nursing – Focus on Education, Institute of Medicine

Full report found: <http://nationalacademies.org/hmd/~media/Files/Report%20Files/2010/The-Future-of-Nursing/Nursing%20Education%202010%20Brief.pdf>

REPORT BREF | OCTOBER 2010

INSTITUTE OF MEDICINE

OF THE NATIONAL ACADEMIES

Advising the nation/Improving health

For more information visit www.iom.edu/nursing

The Future of Nursing Focus on Education



The 2010 Affordable Care Act represents the broadest health care overhaul since the 1965 creation of the Medicare and Medicaid programs. Transforming the health care system to provide safe, quality, patient-centered, accessible, and affordable care will require a comprehensive rethinking of the roles of many health care professionals, nurses chief among them. To realize this vision, nursing education must be fundamentally improved both before and after nurses receive their licenses.

In 2008, the Robert Wood Johnson Foundation (RWJF) and the Institute of Medicine (IOM) launched a two-year initiative to respond to the need to assess and transform the nursing profession. The IOM appointed the Committee on the RWJF Initiative on the Future of Nursing, at the IOM, with the purpose of producing a report that would make recommendations for an action-oriented blueprint for the future of nursing.

As part of its report, *The Future of Nursing: Leading Change, Advancing Health*, the committee considered many challenges that face the nursing education system and some of the solutions that will be required to advance the system. It determined that nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.

The Need for Highly-Educated Nurses

In the 21st century, the health challenges facing the nation have shifted dramatically. The American population is older—Americans 65 and older will be nearly 20 percent of the population by 2030—as well as more diverse with

respect not only to race and ethnicity but also other cultural and socioeconomic factors. In addition to shifts in the nation's demographics, there also have been shifts in that nation's health care needs. Most health care today relates to chronic conditions, such as diabetes, hypertension, arthritis, cardiovascular disease, and mental health conditions, due in part to the nation's aging population and compounded by increasing obesity levels. While chronic conditions account for most of the care needed today, the U.S. health care system was primarily built around treating acute illnesses and injuries, the predominant health challenges of the early 20th century.

The ways in which nurses were educated during the 20th century are no longer adequate for dealing with the realities of health care in the 21st century. As patient needs and care environments have become more complex, nurses need to attain requisite competencies to deliver high-quality care. These competencies include leadership, health policy, system improvement, research and evidence-based practice, and teamwork and collaboration, as well as competency in specific content areas such as community and public health and geriatrics. Nurses also are being called upon to fill expanding roles and to master technological tools and information management systems while collaborating and coordinating care across teams of health professionals. To respond to these increasing demands, the IOM committee calls for nurses to achieve higher levels of education and suggests that they be educated in new ways that better prepare them to meet the needs of the population.

An Improved Education System

Much of nursing education revolves around acute care rather than community settings that include aspects of primary care, public health, and long-term care. Nursing education frequently does not incorporate the intricacies of care coordination and transitions. Nor does it promote the skills

needed to negotiate with the health care team, navigate the regulatory and access stipulations that determine patients' eligibility for enrollment in health and social service programs, or understand how these programs and health policies affect patients and health outcomes. Nursing curricula need to be reexamined, updated, and adaptive enough to change with patients' changing needs and improvements in science and technology, the IOM committee says.

Many nursing schools have dealt with the rapid growth of health research and knowledge by compressing available information into the curriculum and adding layers of content that require more instruction. New approaches and educational models must be developed to respond to burgeoning information in the field. For example, fundamental concepts that can be applied across all settings and in different situations need to be taught, rather than requiring rote memorization. Competencies also must move from task-based proficiencies to higher-level competencies that provide a foundation for care management knowledge and decision-making skills under a variety of clinical situations and care settings. Additionally, emerging new competencies in decision making, quality improvement, systems thinking, and team leadership must become part of every nurse's professional formation.

Entering the Profession

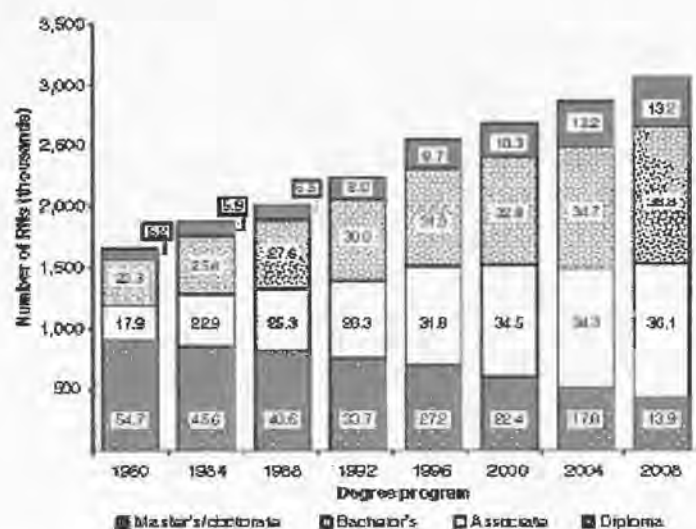
Nursing is unique among the health care professions in the United States in that it has multiple educational pathways leading to an entry-level license to practice. Nursing students are able to pursue three different educational pathways to become registered nurses (RNs): the bachelor's of science in nursing (BSN), the associate's degree in nursing (ADN), and the diploma in nursing. More recently, an accelerated, second-degree bachelor's program for students who possess a baccalaureate degree in another field also has become a popular option. These various pathways provide numer-

ous opportunities for women and men of modest means and diverse backgrounds to access careers in an economically stable field.

The qualifications and level of education required for entry into the nursing profession have been widely debated by nurses, nursing organizations, academics, and a host of other stakeholders for more than 40 years. Although a BSN education is not a panacea for all that is expected of nurses in the future, it does, relative to other educational pathways, introduce students to a wider range of competencies in such arenas as health policy and health care financing, community and public health, leadership, quality improvement, and systems thinking. Care within the hospital continues to grow more complex, with nurses having to make critical decisions associated with care for sicker, frailer patients and having to use more sophisticated, life-saving technology coupled with infor-

mation management systems that require skills in analysis and synthesis. Care outside the hospital is becoming more complex as well. Nurses are being called on to coordinate care among a variety of clinicians and community agencies, to help patients manage chronic illnesses, thereby preventing acute care episodes and disease progression, and to use a variety of technological tools to improve the quality and effectiveness of care. A more educated nursing workforce would be better equipped to meet the demands of an evolving health care system, and this need could be met by increasing the percentage of nurses with a BSN. An increase in the proportion of nurses with a BSN also would create a workforce poised to achieve higher levels of education at the master's and doctoral levels, required for nurses to serve as primary care providers, nurse researchers, and nurse faculty—positions currently in great demand across the

Distribution of the registered nurse population by highest nursing or nursing-related educational preparation, 1980-2008.



SOURCE: Health Resources and Services Administration

profession and within the health care system. The committee recommends that the proportion of nurses with baccalaureate degrees be increased to 80 percent by 2020. While it anticipates that it will take a few years to build the educational capacity needed to achieve this goal, the committee maintains that it is bold, achievable, and necessary to move the nursing workforce to an expanded set of competencies, especially in the domains of community and public health, leadership, systems improvement and change, research, and health policy.

Improving the education system and achieving a more educated workforce specifically increasing the number of nurses with baccalaureate degrees—can be accomplished through a number of different programs and educational models, including: traditional RN-to-BSN programs; traditional 4-year BSN programs at both universities and some community colleges; educational collaboratives that allow for automatic and seamless transitions from an ADN to a BSN; new providers of nursing education such as proprietary/for-profit schools; simulation and distance learning through online courses; and academic-service partnerships.

In addition to increased numbers of BSN-educated nurses, schools of nursing must build their capacities to prepare more students at the graduate level who can assume roles in advanced practice, leadership, teaching, and research. While 13 percent of nurses hold a graduate degree, fewer than one percent have a doctoral degree. Nurses with doctorates are needed to teach future generations of nurses and to conduct research that becomes the basis for improvements in nursing science and practice. The committee recommends doubling the number of nurses with a doctorate by 2020.

Lifelong Learning

Profound changes in the education of nurses, both before and after they receive their licenses,

are required to develop a more highly-educated workforce. Nursing education should serve as a platform for continued lifelong learning and should include opportunities for seamless transition to higher degree programs. The committee recommends that nurses and nursing students and faculty continue their education and engage in lifelong learning.

Bridge programs and educational pathways between undergraduate and graduate programs—specifically programs such as LPN to BSN, ADN-to-BSN, and ADN-to-MSN—are designed to facilitate academic progression to higher levels of education. The ADN to MSN program, in particular, is establishing a significant pathway to advanced practice and some faculty positions. Financial support to help build capacity for these programs will be important, including funding for grants and scholarships for nurses wishing to pursue these pathways. For example, diploma programs could be phased out, leaving federal resources that could be reallocated to expand baccalaureate and higher education programs.

Bridge programs and seamless educational pathways also offer opportunities for increasing the overall diversity of the student body and nurse faculty with respect to race and ethnicity, geography, background, and personal experience. Although the composition of the nursing student body is more racially and ethnically diverse than that of the current workforce, diversity continues to be a challenge within the profession. Greater racial and ethnic diversity among all health care providers leads to stronger relationships with patients in non-white communities, which are likely to grow as the U.S. population becomes increasingly diverse. Nursing schools and other relevant groups need to create programs to recruit and retain more individuals from racial and ethnic minorities, as well as men—who make up just seven percent of all RNs—into the nursing profession.

Enough Nurses with the Right Skills

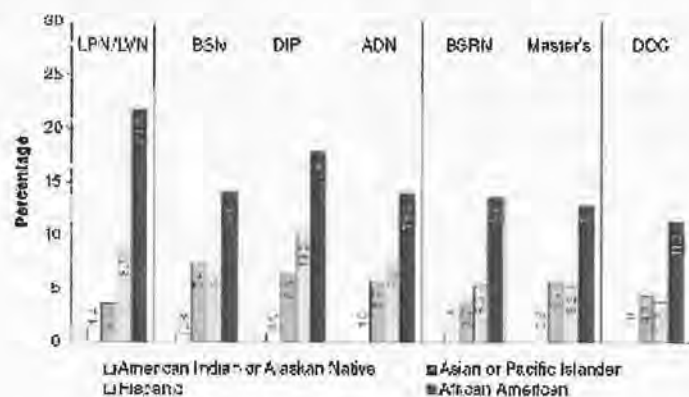
Significant barriers must be overcome if the shortage of nurses is going to be offset and more advanced and expanded nursing roles are going to be filled. Having enough nurses with the right kinds of skills will contribute to the overall safety and quality of a transformed health care system. One such barrier is high turnover rates, which continue to destabilize the nurse workforce in the United States. The costs associated with these turnover rates are significant, particularly in hospitals and nursing homes. The high rates among newly graduated nurses, in particular, highlight the need for a greater focus on managing the transition from school to practice.

Nurse residency programs, recommended by the Joint Commission in 2002, can provide important hands-on experience for newly graduated nurses or those transitioning into a new area of practice. These planned, comprehensive peri-

ods of time during which nursing graduates can acquire the knowledge and skills to deliver safe, quality care that meets defined standards of practice, can help new nurses develop skills in such important areas as organizing work; establishing priorities; and communicating with physicians and other professionals, patients, and families. In addition, transition-to-practice residency programs can help develop leadership and technical skills in order to provide quality care. Residency programs are supported predominantly in hospitals and larger health systems, with a focus on acute care; they also need to be developed and evaluated outside of acute care settings to accommodate the coming shift of care from hospital to community-based settings and the need for nursing expertise in chronic illness management, care of older adults in home settings, and transitional services.

While the evidence is limited because resi-

Percentage of minority students enrolled in nursing programs by race/ethnicity and program type, 2008-2009



NOTE: ADN = associate's degree programs; BSN = bachelor's of science programs; BSRN = RN-to-BSN programs; DIP = diploma nursing programs; DOC = nursing school programs offering doctoral degrees; LPN = licensed practical nursing programs; LVN = licensed vocational nursing programs.

SOURCE: Reprinted with permission from the National League for Nursing.

idency programs are not widespread, they have been shown to help reduce turnover rates for new graduate RNs, reduce costs, increase stability in staffing levels, and help first-year nurses develop critical competencies in clinical decision making and autonomy in providing patient care. The committee recommends that actions be taken to support nurses' completion of transition-to-practice nurse residency programs after they have completed a prelicensure or advanced degree program or when they are transitioning into new clinical practice areas.

Conclusion

With more than 3 million members, the nursing profession is the largest segment of the nation's health care workforce. Working on the front lines of patient care, nurses have a direct effect on patient care. Their regular, close proximity to patients and scientific understanding of care processes across the continuum of care give them a unique ability to effect wide-reaching changes in the health care system. Nurses must be prepared to meet diverse patients' needs; function as leaders; and advance science that benefits patients and the capacity of health professionals to deliver safe, quality patient-centered care. If new nurses are to succeed in this complex and evolving health care system, nursing education needs to be transformed.

Recommendations

Increase the proportion of nurses with a baccalaureate degree to 80 percent by 2020.

Academic nurse leaders across all schools of nursing should work together to increase the proportion of nurses with a baccalaureate degree from 30 to 80 percent by 2020. These leaders should partner with education accrediting bodies, private and public funders, and employers to ensure funding, monitor progress, and increase the diversity of students to create a workforce prepared to meet the demands of diverse populations across the lifespan.

- The Commission on Collegiate Nursing Education, working in collaboration with the National League for Nursing Accrediting Commission, should require all nursing schools to offer defined academic pathways, beyond articulation agreements, that promote seamless access for nurses to higher levels of education.
- Health care organizations should encourage nurses with associate's and diploma degrees to enter baccalaureate nursing programs within 5 years of graduation by offering tuition reimbursement, creating a culture that fosters continuing education, and providing a salary differential and promotion.
- Private and public funders should collaborate, and when possible pool funds, to expand baccalaureate programs to enroll more students by offering scholarships and loan forgiveness, hiring more faculty, expanding clinical instruction through new clinical partnerships, and using technology to augment instruction. These efforts should take into consideration strategies to increase the diversity of the nursing workforce in terms of race/ethnicity, gender, and geographic distribution.
- The U.S. Secretary of Education, other federal agencies including the Health Resources and Services Administration, and state and private funders should expand loans and grants for second-degree nursing students.
- Schools of nursing, in collaboration with other health professional schools, should design and implement early and continuous interprofessional collaboration through joint classroom and clinical training opportunities.
- Academic nurse leaders should partner with health care organizations, leaders from primary and secondary school systems, and other community organizations to recruit and advance diverse nursing students.

Double the number of nurses with a doctorate by 2020.

Schools of nursing, with support from private and public funders, academic administrators, and university trustees, and accrediting bodies, should double the number of nurses with a doctorate by 2020 to add to the cadre of nurse faculty and researchers, with attention to increasing diversity.

- The Commission on Collegiate Nursing Education and the National League for Nursing Accrediting Commission should monitor the progress of each accredited nursing school to ensure that at least 10 percent of all baccalaureate graduates matriculate into a master's or doctoral program within 5 years of graduation.
- Private and public funders, including the Health Resources and Services Administration and the Department of Labor, should expand funding for programs offering accelerated graduate degrees for nurses to increase the production of master's and doctoral nurse graduates and to increase the diversity of nurse faculty and researchers.
- Academic administrators and university trustees should create salary and benefit packages that are market competitive to recruit and retain highly qualified academic and clinical nurse faculty.

Ensure that nurses engage in lifelong learning.

Accrediting bodies, schools of nursing, health care organizations, and continuing competency educators from multiple health professions should collaborate to ensure that nurses and nursing students and faculty continue their education and engage in lifelong learning to gain the competencies needed to provide care for diverse populations across the lifespan.

- Faculty should partner with health care organizations to develop and prioritize competencies so curricula can be updated regularly to ensure that graduates at all levels are prepared to meet the current and future health needs of the population.
- The Commission on Collegiate Nursing Education and the National League for Nursing Accrediting Commission should require that all nursing students demonstrate a comprehensive set of clinical performance competencies that encompass the knowledge and skill needed to provide care across settings and the lifespan.

- Academic administrators should require all faculty to participate in continuing professional development and to perform with cutting-edge competence in practice, teaching, and research.
- All health care organizations and schools of nursing should foster a culture of lifelong learning and provide resources for interprofessional continuing competency programs.
- Health care organizations and other organizations that offer continuing competency programs should regularly evaluate their programs for adaptability, flexibility, accessibility, and impact on clinical outcomes and update the programs accordingly.

Implement nurse residency programs.

State boards of nursing, accrediting bodies, the federal government, and health care organizations should support nurses' completion of a transition-to-practice program (nurse residency) after they have completed a prelicensure or advanced practice degree program or when they are transitioning into new clinical practice areas.

The following actions should be taken to implement and support nurse residency programs:

- State boards of nursing, in collaboration with accrediting bodies such as the Joint Commission and the Community Health Accreditation Program, should support nurses' completion of a residency program after they have completed a prelicensure or advanced practice degree program or when they are transitioning into new clinical practice areas.
- The Secretary of Health and Human Services should redirect all graduate medical education funding from diploma nursing programs to support the implementation of nurse residency programs in rural and critical access areas.
- Health care organizations, the Health Resources and Services Administration and Centers for Medicare and Medicaid Services, and philanthropic organizations should fund the development and implementation of nurse residency programs across all practice settings.
- Health care organizations that offer nurse residency programs and foundations should evaluate the effectiveness of the residency programs in improving the retention of nurses, expanding competencies, and improving patient outcomes.

**Committee on the Robert Wood Johnson Foundation
Initiative on the Future of Nursing, at the Institute of
Medicine**

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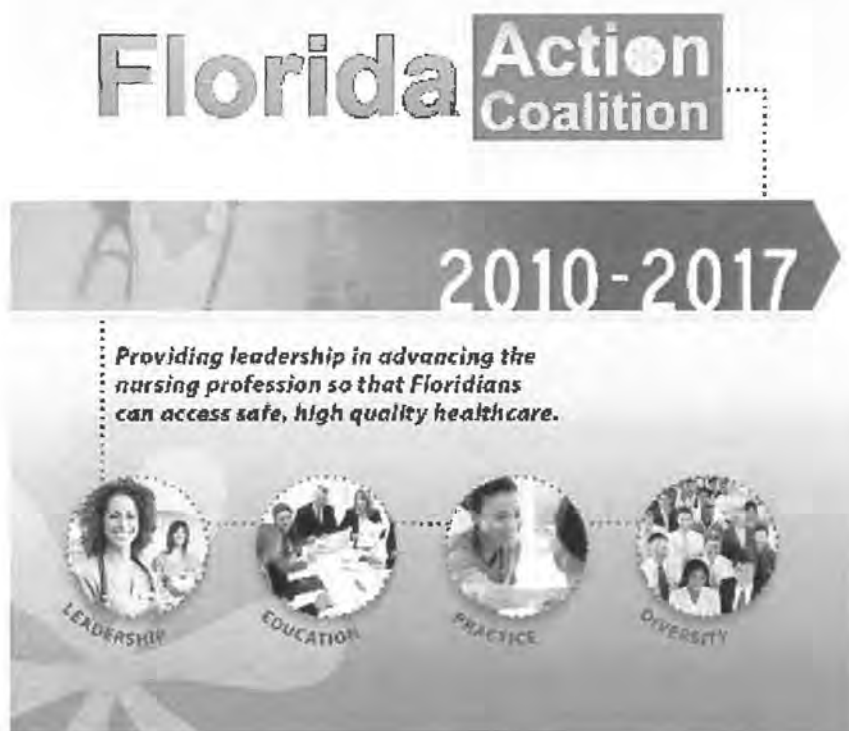
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Supplemental Materials B.1.6-Data Source References

I. Florida Action Coalition (FLAC) from 2010-2017 FL-AC Timeline



..... We look forward to continue shaping the future of healthcare through nursing in 2017 and beyond!



Supplemental Materials B.1.6-Data Source References

J. Florida Center for Nursing report of 2014-15 RN Supply in Region 12 and Counties

Data Source: Florida Board of Nursing licensure data and Florida Center for Nursing Workforce Survey data. For statewide study results see the 2014-2015 RN Supply Report:

https://www.flcenterfornursing.org/DesktopModules/Bring2mind/DMX/Download.aspx?Command=Core_Download&EntryId=1194&PortalId=0&TabId=151



2014-2015 RN Supply in Regional Workforce Board 12 and by County

	RWB Region Total	LAKE	ORANGE	OSCEOLA	SEMINOLE	SUMTER
Total Workforce						
Potential Nurse Workforce	26,450	3,748	16,163	2,595	4,529	805
Estimated # Working Nurses	25,272	3,186	15,433	2,335	3,790	590
Estimated # Nursing FTEs	20,427	2,758	12,201	2,107	3,329	462
Highest Education (%)						
LPN Certificate	0.0	0.1	0.0	0.1	0.0	0.0
RN Diploma/Associate	59.9	56.2	54.7	42.2	40.8	51.6
Associate + higher degree	10.6	10.3	10.1	9.0	12.0	12.9
Bachelor's in Nursing	13.5	20.4	18.5	49.5	41.2	28.0
Master's in Nursing	3.7	3.9	6.1	3.1	6.0	6.4
Nursing Doctorate	0.2	0.1	0.2	0.1	0.1	0.1
Work Setting (%)						
Hospital	67.3	69.2	70.5	73.0	59.0	82.2
Public Community Health	1.3	1.0	1.3	1.5	1.6	1.0
Home Health Care	4.9	9.5	3.3	1.9	3.3	9.3
Outpatient Care	6.2	6.1	6.1	3.0	6.4	11.2
Long Term Care	4.4	6.0	3.7	3.0	4.5	9.5
Hospice	2.5	4.2	2.2	1.8	2.6	6.0
Physician/Provider Office	2.4	2.5	2.5	1.2	2.4	5.1
Urgent Care/Walk-in Clinic	0.2	0.1	0.2	0.2	0.2	1.0
Nursing Ed (Academic)	1.7	1.9	1.5	12.9	2.2	2.2
Corrections Facility	0.0	0.8	0.0	0.7	0.7	0.0
Temporary Agency	0.8	0.5	0.2	0.8	0.3	0.5
Other	9.0	6.5	9.5	7.1	15.5	14.4
Average Age	46.7	49.4	45.2	46.0	47.5	57.7
% Male	10.3	8.6	10.8	12.1	9.7	5.2
Race/Ethnicity (%)						
White	61.7	77.2	57.4	44.0	65.4	80.7
Black	12.9	8.3	15.0	15.3	10.2	5.6
Hispanic	11.5	6.0	12.3	29.4	9.6	1.9
Asian	9.7	5.2	11.1	13.6	7.5	2.2
Other	3.0	3.2	4.2	3.2	3.9	1.6

Data Source: Florida Board of Nursing licensure data and Florida Center for Nursing Workforce Survey data. For statewide study results see the 2014-2015 RN Supply Report:

https://www.flcenterfornursing.org/DesktopModules/Bring2mind/DMX/Download.aspx?Command=Core_Download&EntryId=1194&PortalId=0&TabId=151

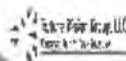
Regional Nursing Summit

September 12, 2016

8:00 - 11:00 a.m.

- AGENDA -

- **Welcome & Introductions**
- **Purpose**
- **State of Healthcare**
- **Employer Demand Study**
- **Findings & Challenges**
- **Options & Alternatives**
- **Next Steps**
- **Closing Remarks**



Regional Nursing Summit

September 12, 2016



Welcome, Introductions & Acknowledgements



Agenda

- Welcome & Introductions
- Purpose
- State of Healthcare
- Employer Demand Study
 - Findings & Challenges
- Options & Alternatives
- Next Steps
- Closing

 University of Central Florida
Office of the President

Purpose

- Review the current and future needs for nurses in Central Florida and address educational requirements
- Discuss the current associate and baccalaureate degrees available in Central Florida
- Elicit recommendations for next steps for partnerships between the University of Central Florida and the three state colleges to meet the future nursing needs

 University of Central Florida
Office of the President

L.

State of Healthcare

- Shift from volume based care to value based care
 - Performance-based payment
 - Incentives and penalties to healthcare providers
- Focus on preventive care and population health
- Changes in where and how health care is delivered
- Highly regulated

State of Healthcare

From	To
Care Delivered in Hospitals	Care Across the Continuum
Episodes of Care	Coordinated Holistic Care
Caring for the Sick	Keeping People Well
Utilization Management	Right Care at the Right Place at the Right Time
Volume	Value

Value Based Purchasing Timeline

Baseline Period	Performance Period	VBP Financial Impact Period	VBP Percentage Impact
Compressed Year 2009-2010 (Jul'09-Mar'10)	Compressed Year 2011-2012 (Jul'11-Mar'12)	Fiscal Year 2013 (Oct'12-Sep'13)	1%
Compressed Year 2010 (Apr-Dec'10)	Compressed Year 2012 (Apr-Dec'12)	Fiscal Year 2014 (Oct'13-Sep'14)	1.25%
Calendar Year 2011 (Jan-Dec'11)	Calendar Year 2013 (Jan-Dec'13)	Fiscal Year 2015 (Oct'14-Sep'15)	1.5%
Calendar Year 2012 (Jan-Dec'12)	Calendar Year 2014 (Jan-Dec'14)	Fiscal Year 2016 (Oct'15-Sep'16)	1.75%
Calendar Year 2013 (Jan-Dec'13)	Calendar Year 2015 (Jan-Dec'15)	Fiscal Year 2017 (Oct'16-Sep'17)	2%
Calendar Year 2014 (Jan-Dec'14)	Calendar Year 2016 (Jan-Dec'16)	Fiscal Year 2018 (Oct'17-Sep'18)	2%

Value Based Purchasing, LLC
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7

State of Healthcare Challenges

- Technology is a central issue
- Cyber security over medical devices
- Mergers and acquisitions
- Quality and Patient Safety
- Drug pricing/Biosimilar drugs
- Access to Care
- Physician and Nursing shortages

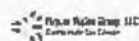
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8

The healthcare journey to value requires that there is collaboration, connectivity, innovation and partnership... sometimes that seems overwhelming!



1



Employer Demand Study

Study and Process

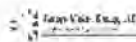
- EMSI Data
- Florida Center for Nursing Report
- CareerSource of Central Florida Data
- Curriculum Review of State Colleges and University
- Interviews with Healthcare Stakeholders
- Interviews with Educators at all Regional Public Institutions with AS/BSN Degrees
- Review of the Literature



Nursing Workforce Data

	2015 Jobs	2023 Jobs	Change	% Change
United States	2,904,465	3,247,685	343,220	11.8%
Florida	181,886	201,117	19,231	10.6%
Region 12	20,743	25,391	4,648	22.4%
Orange County, FL	12,862	15,425	2,563	19.9%
Lake County, FL	2,600	3,136	536	20.6%
Seminole County, FL	2,596	3,117	521	20.1%
Osceola County, FL	2,113	2,890	777	36.8%
Sumter County, FL	572	823	251	43.9%

Nurses represent the largest segment of the US Healthcare Workforce



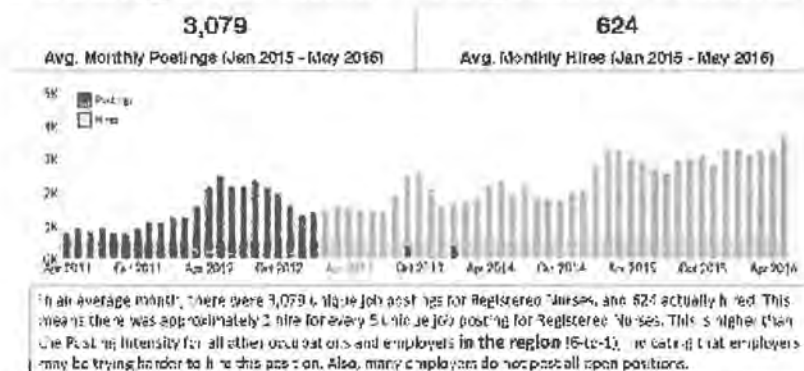
Industry Demand

- Nationwide the need for registered nurses will continue to grow with an expected change need by 2023 of:
 - Nationally 343,220 (11.8%)
 - Florida Center for Nursing estimated that about 10,000 new RN positions will be created statewide in 2016 within the surveyed industries, and the majority of these will be in hospitals and home health agencies

Industry Demand

- Florida is the 4th in the nation for highest employment of registered nurses
- Among Florida industries that employ nurses, acute care hospitals are the largest with close to 12,400 vacant RN positions in 2015.
- Greater than 3,000 jobs posted in Florida monthly; only 21% are filled

Job Postings vs. Hires - Registered Nurses



Job Postings Summary - Region 12

127,253

Unique Postings (Apr 2011 - May 2016)
1,018,606 Total Postings

8 : 1 Florida

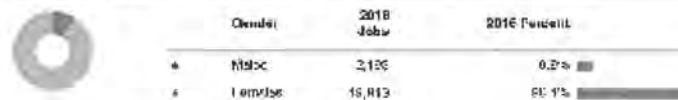
Posting Intensity (Apr 2011 - May 2016)
Regional Average: 8 : 1



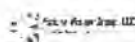
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Nursing Workforce Demographics

Occupation Gender Breakdown

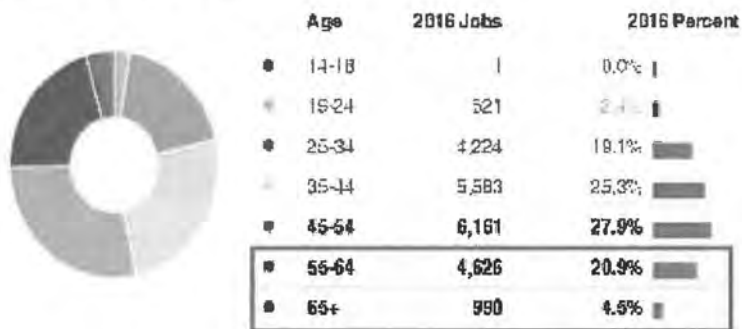


Regional Ethnicity of Nursing Workforce



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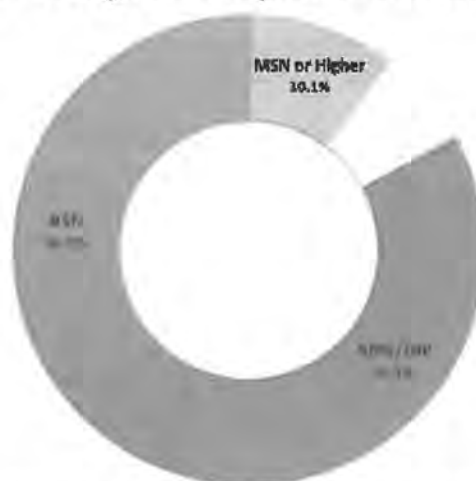
Regional Age of Nursing Workforce



25 % of the nursing workforce is at or near retirement age

Discussion

Highest Degree Reported Nationally

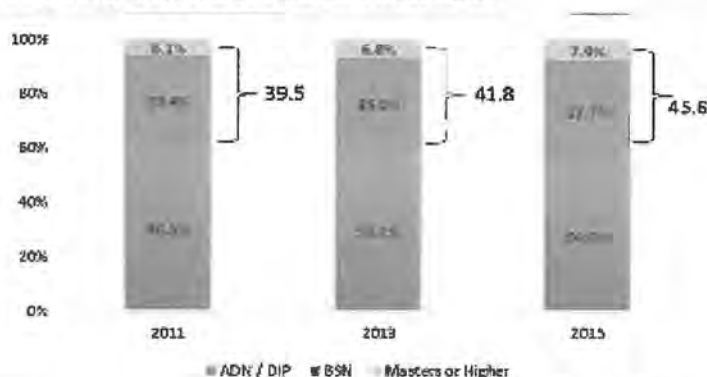


Source: FMSI, Source: The Bureau of Labor Statistics (BLS) Education and Training Measurements for Workers 25 Years and Older by Detailed Occupation

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Highest Degree Reported in Florida

- The percentage of working RNs with a baccalaureate in nursing or higher degree is lower than national average however is increasing, moving from 39.5% in 2011 to 45.6% in 2015.
- Currently hiring 56% to 62% BSN and some much higher.



Source: FMSI, Source: The Bureau of Labor Statistics (BLS) Education and Training Measurements for Workers 25 Years and Older by Detailed Occupation

Source: Florida Center for Nursing March 2016 Newsletter

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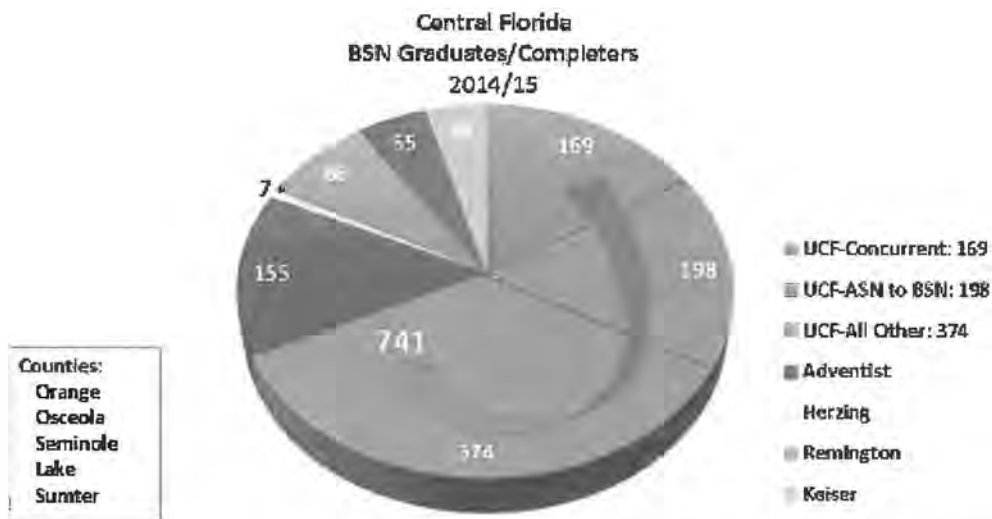
Industry Demand - Analysis

	National	State	Difference
Percentage of Nurses with ADN/Diploma	36.7%	54.4%	17.7%
Percentage of Nurses with BSN	46.5%	37.7%	8.8%
Percentage of Nurses with Masters Degree or higher	10.1%	7.9%	2.2%

Florida Colleges and Universities

- State University System
- Florida State College System
- Regional University Nursing programs
- Private Nursing programs
- Proprietary Nursing programs





Note: Concurrent and ASN to BSN with State Colleges

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Where is our workforce coming from? Graduate Nurses School Breakdown

- **State University System:**
 - 10 of 12 universities offer bachelor's degree in nursing (BSN)
- **Florida College System:**
 - 21 state colleges offer an associate's degree in nursing and a BSN completion program
 - 2 state colleges have applied to add a BSN completion program
 - 4 local state colleges are under study Central Florida
 - 1 state college has no identified plans

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BSN Programs in Florida at Public Institutions

BSN Programs at State Universities in Florida	BSN Programs at State Colleges in Florida
<ul style="list-style-type: none"> ▪ Florida A & M University ▪ Florida Atlantic University ▪ Florida Gulf Coast University ▪ Florida International University ▪ Florida State University ▪ University of Central Florida ▪ University of Florida ▪ University of North Florida ▪ University of South Florida ▪ University of West Florida 	<ul style="list-style-type: none"> ▪ Of the 28 State Colleges: <ul style="list-style-type: none"> ▪ <u>21 Offer BSN Programs</u> ▪ 2 Applied for BSN <ul style="list-style-type: none"> ▪ Florida Keys ▪ North Florida (Madison) ▪ 4 Under Study: <ul style="list-style-type: none"> ▪ Eastern Florida (Brevard) ▪ Lake-Sumter State College ▪ Seminole State College ▪ Valencia College ▪ 1 Undetermined - Hillsborough

Where is our workforce coming from? Graduate Nurses School Breakdown

- **Private Schools:**
 - Adventist University located in Orlando
- **Proprietary Schools** - 9 programs in Central Florida
 - Tuition - \$13,068 to \$42,000 annually
 - Quality of programs vary

Where the workforce is coming from: Graduate Nurses School Breakdown

- **Proprietary Nursing Programs Locally:**
 - Remington College
 - Herzing University - Winter Park
 - Keiser University
 - Lincoln Technical Institute Fern Park
 - Concorde Career Institute
 - City College - Altamonte Springs
 - MedTech College - Orlando

Annual Cost and Per Credit Hour Nursing Programs

Institutions	Tuition and Fees	
	Credit Hour Undergraduate 2015/16	Estimated Annual Undergraduate Expenses 2015/16
University of Central Florida	\$179.19	\$6,368
Lake-Sumter State College	\$105.73	\$3,172
Seminole State College of Florida	\$104.38	\$3,131
Valencia College	\$103.06	\$2,474
Adventist University of Health Sciences (tuition only)		\$13,030
Herzing University-Winter Park		\$13,670
ECPI (Formerly Remington College of Nursing)		\$42,000
Lincoln Technical Institute Fern Park		\$40,170
City College-Altamonte Springs		\$13,068
	(Source: Institutions' websites)	(Source: National Center for Education Statistics (NCES))

Quality: NCLEX Results of Florida Board of Nursing - 2015

Institutions	BSN		ADN	
	Delivered	Percentage Passed	Delivered	Percentage Passed
University of Central Florida	243	97.1%	--	--
Lake-Sumter State College			88	81.8%
Seminole State College of Florida			206	95.6%
Valencia College			196	95.9%
Adventist University of Health Sciences	51	94.1%	1	100.0%
City College-Alhambra Springs			17	70.6%
Concorde Career Institute-Orlando			43	65.1%
Herzing University-Winter Park	6	100%	49	81.6%
ITT Technical Institute-Ialm Mary (aka Breckenridge School of Nursing)			44	52.3%
ITT Technical Institute-Orlando			16	62.5%
Keiser University			56	92.9%
Lincoln Technical Institute-Fern Park			26	61.5%
Med-Life Institute-Kissimmee			74	33.8%
Medtech College			35	31.4%
Milken's College of Nursing-Kissimmee			14	78.6%
Orlando Medical Institute			10	90.0%
Remington College of Nursing-Orlando	83	89.2%		
Universidad Del Turabo-Puerto Rico	8	12.5%		
Total NCLEX Exams Delivered Regionally	391		875	

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NCLEX Pass Rates State University and State Colleges

Public Institutions	BSN	ASN
University of Central Florida	97.1%	
Lake-Sumter State College		81.8%
Seminole State College of Florida		95.6%
Valencia College		95.9%

State of Florida Universities and State Colleges

- The average age nationally of nursing faculty is 62.5 with a wave of expected retirements predicted in the next 10 years*
- There is a shortage of nursing faculty primarily due to low wages compared to those of equal educational attainment in the workforce.

Where is the workforce coming from: Experienced Nurses?

- State University System
- Florida State College System
- Out of State University Nursing Programs
- Proprietary Nursing Programs
- Traveling Nurses
- Foreign Nurses

Curriculum Study UCF & Local State Colleges

- **UCF offers the following nursing programs:**
 - Traditional generic BSN program in Orlando, Cocoa and Daytona
 - Second degree BSN program for non-nursing degree and higher
 - Dual enrollment concurrent program at Seminole State College and Valencia College
 - Post licensure RN-BSN program
 - Masters in Nursing and Doctoral programs (DNP & PhD)

Curriculum Study UCF & Local State Colleges

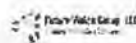
- **Lake-Sumter State College offers:**
 - Traditional generic ASN program
 - Bridge Program LPN and Paramedic to ASN
- **Seminole State College offers:**
 - Traditional generic ASN program
 - Dual enrolled concurrent (ASN/BSN) program with UCF
- **Valencia College offers:**
 - Traditional generic ASN program
 - Dual enrolled concurrent (ASN/BSN) program with UCF
 - Advanced Standing program: LPNs/ Paramedics/Respiratory Therapists Cardiovascular Specialists to ASN

Industry Demand

- Regional data reveals there are approximately 2,000 graduates each year:
 - 51% achieve a BSN, 44% achieve an ASN, and 5.2% achieve a Master's degree
- Shortages of experienced RNs particularly in specialty areas
- Increased need for Bachelor's prepared nurses
- Growing need for Master's prepared nurses
- Shortage of Masters and PhD prepared faculty in colleges and universities



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Discussion

Review of the Literature - Nurse Staffing

- The effect of nursing characteristics and patient outcomes has been studied by Dr. Linda Aiken and others since the 1990s.
- There is a direct relationship between measures of levels of nurse-to-patient staffing, organizational aspects of the nurse work environment, and nurse education.
- In several studies, it was reported that for every 10% increase in the proportion of BSN nurses on the hospital team, there was a 5% decrease in the risk of patient death and failure to rescue.

Review of the Literature - Nurse Staffing

- If the proportion of BSN nurses was 60% versus 20%, 17.8 fewer deaths per 1,000 surgical patients would be expected. (Aiken, 2003)
- A higher proportion of BSN nurses is associated with lower rates of 30 day mortality. (Tourageau, 2007)
- While no studies have directly linked individually BSNs with reduced length of stay and readmissions, there is significant association when patients were cared for by > than 80% BSNs. (Aiken, 2014)

Review of the Literature - Nurse Staffing

- A study in New York and Texas show a higher level of medication errors and procedural violations committed by nurses in pre-baccalaureate level programs. (Fagin, 2005)
- Nurses at a baccalaureate level expressed higher job satisfaction. (Rambur, 2003)
- The Veteran Affairs in 2005 changed their standard to require a BSN in order to attain promotion beyond entry-level of staff nurse one.

Review of the Literature - IOM Report

- The 2010 Institute of Medicine report entitled ***The Future of Nursing: Leading Change, Advancing Health*** funded by the Robert Wood Johnson foundation drew attention to education of nurses.
 - Nurses should practice to the full extent of their education and training.
 - Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
 - Nurses should be full partners with physicians and other health care professionals in redesigning health care in the United States.
 - Effective workforce planning and policy making require better data collection and information infrastructure.

Future of Nursing Report Recommendations

- Increase the proportion of nurses with a baccalaureate degree to **80 percent by 2020**.
- Double the number of nurses with a doctorate by 2020.
- Ensure that nurses engage in lifelong learning.
- Implement nurse residency programs.

Healthcare Providers - Interview Summary

- The six largest health care employers of registered nurses were interviewed in Region 12 which included 25 different interviews with CNOs, CEOs, and administrators involved in student placement, staffing, recruiting, education, and workforce planning.
- New graduates account for > then 60% of the workforce hired.
- Many new graduates express an interest in working in highly specialized areas such as critical care, emergency, NICU, and labor and delivery.

Healthcare Providers - Interview Summary

- While ASN nurses have been the backbone of hospitals for many years in our region, there is a shift in the needs for nurses with a higher degree of preparation.
- In most cases, healthcare organizations are:
 - Targeting hiring BSN graduates,
 - Differentiate their salary and
 - Of those organizations that have established specific hiring guidelines, the range is from 100% BSN to 50%.

Healthcare Providers - Interview Summary

- Chief nursing officers highlighted in most cases the differences in performance of the BSN prepared nurses. Some themes included:
 - Critical thinking skills
 - Managing care across the continuum
 - Professional involvement in the department or hospitals on committees, councils, or involved in projects
 - Understanding and use of research and evidenced based practice standards
 - Leading teams

Healthcare Providers - Interview Summary

- There is a desire to continue to increase the percentage of BSN prepared nurses and possibly achieve, over time, a goal of **80% BSN nurses**.
- All expressed the importance of maintaining the **excellent clinical skills in the ASN programs** if they add a BSN program.
- UCF BSN graduates referenced by many employers as the “gold standard”.

Healthcare Providers - Interview Summary

- Most employers expressed a need for BSN nurses not only at the bedside but to fill management, educator, and nontraditional roles such as: care coordination, information technology, coding specialist, quality, safety, etc.
- Most health care leaders discussed the shortages in specialty areas such as surgical (OR) nursing, critical care, emergency, labor and delivery, and in procedural areas as they require advanced skills.

Healthcare Providers - Interview Summary

- There are many opportunities for nurses to seek employment outside the hospital creating workforce shortages especially in high skilled areas.
- Healthcare leaders expressed strong opinions regarding state college and the curriculum:
 - Strong interest in expansion of simulation training and a recommendation for additional types of simulation training.
 - Expanded clinical experiences in “hard to fill” specialty areas.
 - Streamlined process to obtain a BSN.

Healthcare Providers - Interview Summary

- Many CNOs believe that hiring BSN nurses not only improves patient outcomes but gives greater flexibility of staffing and career advancement associated with higher retention rates.
- Some expressed concern about offering tuition reimbursement for the BSN versus the advanced degrees.
- While some organizations are Magnet accredited by the ANCC, and others are pursuing accreditation, none shared that it is the motivation for hiring BSN prepared nurses.

Healthcare Providers - Interview Summary

- There is support of increased opportunities for nurses to achieve BSN
- There is concern about the length of time to achieve a BSN in a 2+2 model and a preference that ASN graduates achieve within one year or less.
- There is a concern if ASN nurses agree to obtain their BSN and do not fulfill commitment; it will impact the goals of the department.

Discussion

Findings and Challenges

Findings

- There is an **inadequate** supply of baccalaureate, masters and doctorally prepared nurses to meet the current and future workforce needs of the state of Florida and our region.

Workforce Challenges and Needs

- Increased need for RNs in all areas of health care
- Staffing challenges in acute care hospitals:
 - FMLA challenges
 - Millennial's Churn
 - Shortages in specialty areas
 - Use of expensive temporary labor to fill workforce gaps

Workforce Challenges and Needs

- Aging Population of nurses and impending retirements
- Educated workforce that is qualified to take on advanced roles including advanced practice roles, management roles, and clinical support roles
- Aging nursing faculty and a growing need for master's prepared and faculty prepared at a PhD level for colleges and universities

Workforce Challenges and Needs

- Shortage of physicians by 2020 predicted to be 90,000
 - ARNP and physician's assistant positions are needed for physician practices and hospitals
- Shortage of nurses with BSN and masters prepared nurses to fill critical positions including clinical nurse specialists, advanced nurse practitioners (ARNP), management and educator positions

Options and Alternatives

What are the Opportunities?



Discussion



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Closing Remarks



**People who are crazy
enough to think they
can change the world
are the ones that do.**

— Steve Jobs



Supplemental Materials B.1.6-Data Source References

I. Documentation of Nurse Midwives in Valencia Service District

From: Kropp, Steven [mailto:Steven.Kropp@deo.myflorida.com]

Sent: Monday, March 27, 2017 2:41 PM

To: Cathy Campbell <ccampbell@valenciacollege.edu>

Subject: RE: Nursing stats

Cathy:

According to AHCA, Florida does not mandate staffing levels for health care facilities. However, every hospital is required to follow the staffing guidelines set forth by its governing board.

Here are the 2016 and 2024 employment estimates for **Nurse Midwives**:

	2016	2024
Florida:	365	464
Region 12:	46	61
Valencia College Region:	33	44
Seminole State College Region:	6	7
Lake-Sumter State College:	7	10

Sincerely, Steve

From: Kropp, Steven [mailto:Steven.Kropp@deo.myflorida.com]

Sent: Monday, March 27, 2017 2:41 PM

To: Cathy Campbell <ccampbell@valenciacollege.edu>

Subject: RE: Nursing stats

Cathy,

We have learned what we could about the matter. The problem is that BLS in the occupational survey has only recently broken out from registered nurses specialized occupations such as nurse anesthetists, nurse midwives, and nurse practitioners; and there is unfortunately a tendency for physician's offices in some areas of the state to report RNs as registered nurses when they should actually be reported in the new specialized categories. I assume that coding accuracy in our survey responses for the new occupations in question will improve in time as the occupations become more established. Based on the statewide ratio of nurse midwives to registered nurses, I would estimate that in Region 12 there are approximately 46 nurse midwives employed in 2016 and that there will be 61 employed in 2024.

The statewide data for nurse midwives was not publishable in 2016 due to BLS confidentiality rules. **There were approximately 365 employed in 2016 with a projected employment of 464 in 2024.**

Sincerely, Steve

Supplemental Materials B.1.7-Final Additions

A. UCF, Institutional Research data on County at time of Admission

Friday, January 13, 2017 5:04 PM 1

Students Earning Bachelor Degrees from College of Nursing or
College of Business Administration (limited to BSN and BSBA degrees)
Displaying County at Time of Admission

County	Bachelor 2015-16			
	BSN		BSBA	
	N	%	N	%
Alachua	17	2.3	8	0.3
Baker	2	0.3		
Bay	1	0.1	7	0.4
Bradford	1	0.1		
Brevard	71	9.6	113	6.4
Broward	23	3.1	176	10.0
Charlotte			12	0.7
Citrus	5	0.7	5	0.3
Clay	11	1.5	11	0.8
Collier	3	0.4	16	0.9
Columbia	2	0.3		
Dade	12	1.6	79	4.1
Duval	38	5.1	35	2.0
Escambia	3	0.4	6	0.3
Flagler	4	0.5	6	0.3
Gadsden			2	0.1
Hendry	1	0.1		
Hernando	2	0.3		
Highlands	1	0.1	2	0.1
Hillsborough	13	2.0	58	3.3
Indian River	6	0.8	5	0.3
Jefferson			1	0.1
Lake	31	4.2	33	1.9
Lee	8	1.1	17	1.0
Leon	5	0.7	6	0.3
Madison			2	0.1
Manatee	8	1.3	17	1.0
Marion	22	3.0	17	1.0
Martin	4	0.5	16	0.9
Monroe	1	0.1	2	0.1
Nassau	3	0.4	3	0.2
Non-Florida	30	4.0	85	3.7
Non-USA	1	0.1	8	0.5
Okaloosa	2	0.3	6	0.3
Okeechobee			1	0.1
Orange	173	23.3	448	25.4
Osceola	27	3.6	64	3.1
Palm Beach	10	2.2	105	6.0
Pasco	4	0.5	16	0.9
Pinellas	8	1.1	47	2.7
Polk	14	1.8	31	1.8
Putnam	1	0.1	3	0.2
Santa Rosa			4	0.2
Sarasota			36	2.0
Seminole	100	13.5	194	11.0
St. Johns	8	1.1	15	0.8
St. Lucie	2	0.3	18	1.0
Sumter	5	0.6		
Union			1	0.1
Volusia	48	6.5	58	3.3
Wakulla			2	0.1
Walton			2	0.1
Total (ALL)	741	100.0	1762	100.0

Valencia Service District
Number of UCF BSN Total

173 (Orange)
27 (Osceola)
200 (Valencia)

Valencia Service District
Percentage of UCF BSN Total

$200/741 = 26.9\%$

Note: Students with double majors in the college will only be counted once

B. Letter of Support - Anesthesiologists of Greater Orlando: Hakim



Anesthesiologists of Greater Orlando, Inc.

April 6, 2017

Dr. Sandy Shugart
President
Valencia College
1800 Kirkman Road
Orlando, Florida 32811

Dear Dr. Shugart:

Please accept this letter in support of the addition of a Bachelors of Science in Nursing (BSN) program at Valencia College. The need for BSN-level nurses continues to rise. They are needed at the hospital level for bedside nursing, and are considered essential in the care of the sick. Many hospitals are in fact setting targets for their nursing workforce at 80% BSN-level trained. Besides being highly sought for their bedside clinical skills, they are also highly sought for other hospital roles such as care coordinators, case managers, patient safety/quality specialists, and medical coding specialists.

Similarly, they are highly sought for advance practice roles, such as nurse midwives, advanced registered nurse practitioners (ARNPs), and certified nurse anesthetists (CRNAs). Having a BSN degree is a requirement for each of these roles. In my medical specialty of anesthesiology, the need for certified nurse anesthetists also continues to rise. To become a CRNA, one must first achieve a BSN degree, followed by 2 years of ICU-level nursing care, and then these BSN nurses must complete a two and a half year masters of science program in nurse anesthesia. As anesthesiologists, we have come to rely on these highly trained and highly experienced BSN nurses to fill these CRNA roles.

Often, and unfortunately for hospital ICUs and emergency departments, some of the best nurses, all who are BSN-trained, move into these highly-desirable CRNA roles. Not only does the anesthesiology workforce not have enough of them, but as we move these nurses into CRNA training programs, we unfortunately leave the hospitals with a further shortfall of BSN nurses. This can be said for other physician specialties as well which have come to depend on ARNPs to support their practices.

Please know that the demand for BSN-level nurses will only increase, and it will be essential that we find ways to educate and produce more of them for hospitals and physician practices as well. I hope that Valencia College will respond to this demand for BSN-level nurses, and will be quick to add a BSN program in addition to your associate degree nursing program.

Respectfully,

Jamal Hakim, MD
Managing Partner
Anesthesiologists of Greater Orlando

Anesthesiologists of Greater Orlando, Inc. • 851 Trafalgar Court, Suite 300W • Maitland, FL 32751
407.896.9500 • fax: 954.896-9585 • www.sheridanhealthcare.com

An affiliate of Sheridan Healthcare, Inc.

C. Letter of Support of Nurse Demand, Orange County Public Schools



Orange County Public Schools

445 West Amelia Street • Orlando, FL 32801-1129 • Phone 407.317.3200 • www.ocps.net

April 3, 2017
Dr. Sanford Shugart
President
Valencia College
1768 Park Center Drive
Orlando, Florida 32835

Dear Dr. Shugart:

Orange County Public Schools (OCPS) enthusiastically supports Valencia College in its pursuit of offering a Bachelor of Science degree in Nursing. Bachelor trained nurses will be useful to OCPS for teaching roles in orientation, introduction, and exploration of Nursing and other health science professions such as:

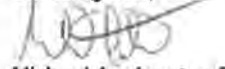
- Secondary School Teachers, Exc. Spec. & Voc. Education
- Middle School Teachers, Exc. Special & Voc. Education
- Vocational Education Teachers, Secondary School
- Health Specialties Teachers, Postsecondary

In addition, in May 2016, the American Academy of Pediatrics updated their ratio of nurses to students to 1 Registered Nurse to 1 School. OCPS has targeted a goal for increasing our RN ratios, with requirements that these key personnel would have a BSN and two years of previous nursing experience. As we work towards meeting these new recommendations, BSN prepared nurse demand for Orange County Public Schools will continue to grow.

Valencia College has a long standing and outstanding track record of providing excellent education, training, and resources that positively affects and improves the success of our students and the ability to address the workforce needs of Orange County Public Schools.

The availability of the proposed baccalaureate program will assist us in keeping our talent here locally for the continued success of our student populations.

Best Regards,



Michael Armbruster, ED.d.
Associate Superintendent
Career and Technical Education
michael.armbruster@ocps.net

"The Orange County School Board is an equal opportunity agency."

D. Letter of Support of Nurse Demand, School District of Osceola County

THE SCHOOL DISTRICT OF OSCEOLA COUNTY, FLORIDA

817 Bill Beck Boulevard • Kissimmee, Florida 34744-4494
Phone: 407-870-4600 • Fax: 407-870-4610 • www.osced.scschools.net

SCHOOL BOARD MEMBERS

District 1 – Jay Wheeler
407-973-4141
District 2 – Kathleen Scott – Chair
407-361-2462
District 3 – Jim Weishever
407-361-0285
District 4 – Clarence Thacker
407-870-4009
District 5 – Ricky Booth – Vice Chair
407-870-4009

Superintendent of Schools
Dr. Debra F. Pace



April 3, 2017

Dr. Sanford Shugart
President
Valencia College
1768 Park Center Drive
Orlando, FL 32835

Dear Dr. Shugart:


The School District of Osceola County, Florida (SDOC) enthusiastically supports Valencia College in its pursuit of offering a Bachelor's of Science (BSN) in Nursing. Degreed nurses are eligible for teaching positions within the SDOC for secondary and postsecondary teaching roles in career exploration, and instruction in career-ready skills in the areas of Allied Health Assisting, Biomedical Sciences, Emergency Medical Technicians and other Nursing and other health-related science professions.

In addition, in May 2016, the American Academy of Pediatrics revised its recommended student to nurse ratios to **1 Registered Nurse to 1 School**. The SDOC has targeted a goal for meeting the recommended Registered Nurse ratios, with requirements that these key personnel have a BSN and 2 years previous nursing experience. As we work towards meeting these new recommendations, the demand for BSN prepared nurses within the SDOC will continue to grow.

Valencia College has a long-standing and outstanding track record for providing excellent education, training, and resources that positively impacts and improves the success of our students and the ability to address the workforce needs of Osceola County and the Central Florida Region.

The availability of the proposed baccalaureate program will assist us in keeping our talent here locally for the continued success of our student populations.

Best Regards,


Mariam Stefanowicz, M.A.T.
Executive Director
Secondary and Post-Secondary Education

Student Achievement – Our Number One Priority
Districtwide Accreditation by the Southern Association of Colleges and Schools
An Equal Opportunity Agency

E. Letter of Support - Florida Dept. of Health in Osceola County: Johnson-Cornett

Mission:

To protect, promote & improve the health of all people in Florida through integrated state, county & community efforts.



Vision: To be the Healthiest State in the Nation

Rick Scott
Governor

Celeste Philip, MD, MPH
State Surgeon General

April 27, 2017

Dr. Sanford Shugart
President
Valencia College
1768 Park Center Drive
Orlando, FL 32835

RE: Letter of Support

Dear Dr. Shugart:

This letter is to support the approval process for the Baccalaureate in Nursing Degree at Valencia College. As a longstanding community partner of Valencia College, the Florida Department of Health in Osceola County strongly supports Valencia College in its pursuit of offering baccalaureate degree in Nursing.

Our commitment to quality community based care aligns with and supports the expertise of health care professionals with degrees such as the BSN. Nurses with BSNs are used as community health workers, health navigators, health educators, and health diagnosing/treatment practitioners in the community. Their work focuses on disease prevention, health wellness, and vital education for the residents of Osceola County. The knowledge gained through the attainment of a BSN is vital to the goals of our organization. The offering of a BSN at Valencia College will be a key component to the continued health of Osceola County. Therefore, I urge you to approve this needed degree.

Please contact me if you have any questions about the support for and the critical need for this degree.

Sincerely,

A handwritten signature in black ink, appearing to read "Belinda Johnson-Cornett".

Belinda Johnson-Cornett, MS, RN-BC, MBA
Administrator
Florida Department of Health in Osceola County

Florida Department of Health
in OSCEOLA COUNTY
1676 Fortune Road • Kissimmee, Florida 34744
PHONE: 407-343-2000

www.FloridaHealth.gov
TWITTER: HealthyFLA
FACEBOOK: FLDepartmentofHealth
YOUTUBE: Rich
PINTEREST & FLICKR: HealthyFLA

F. Letter of Support - Florida Dept. of Health in Orange County: Sherin

Mission:

To protect, promote & improve the health of all people in Florida through integrated state, county & community efforts.



Vision: To be the Healthiest State in the Nation

Rick Scott
Governor

Caletso Philip, MD, MPH
Surgeon General and Secretary

April 28, 2017

Dr. Sanford Shugart
President
Valencia College
1768 Park Center Drive
Orlando, FL 32835

RE: Letter of Support

Dear Dr. Shugart:

This letter is to support the approval process for the Baccalaureate in Nursing Degree at Valencia College. As a longstanding community partner of Valencia College, the Florida Department of Health in Orange County (DOH-Orange) strongly supports Valencia College in its pursuit of offering a baccalaureate degree in Nursing.

Our commitment to quality community based care aligns with and supports the expertise of health care professionals with degrees such as the Bachelor of Science in Nursing (BSN). Nurses with BSN degrees primarily work independently in the community, providing health assessments, education, and referrals for diagnosing/treating specific or suspected health care conditions during home visitations. Their work focuses on disease prevention, identification, health wellness, and providing targeted and literate appropriate health education for the residents of Orange County. The knowledge gained through the attainment of a BSN is vital to the goals of our organization. The offering of a BSN at Valencia College will be a key component to the continued health of Orange County. Therefore, I urge you to approve this needed degree.

The DOH-Orange mission is to protect, promote, and improve the health of all people in Florida through integrated state, county, and community efforts. We have a long history of supporting community organizations' targeted efforts to address the multiple needs of populations throughout Orange County; and we gladly support this effort to provide health care professionals with BSN degrees.

Sincerely,


Kevin M. Sherin, MD, MPH, MBA
Local Health Officer and Director

Florida Department of Health
In Orange County
Director's Office
6101 Lake Eleanor Drive-Orlando, FL 32809
PHONE: 407-855-1434 • FAX: 407-855-5619
FloridaHealth.gov



Accredited Health Department
Public Health Accreditation Board

G. Computer Systems Analysts sub-occupation of Informatics Nurse Specialists referenced in all four Hospital support letters



O*NET-SOC Code	Title	Alternate Title
15-1121.01	Informatics Nurse Specialists	Business Consultant, Clinical Informatics
15-1121.01	Informatics Nurse Specialists	Clinical Applications Specialist
15-1121.01	Informatics Nurse Specialists	Clinical Coordinator
15-1121.01	Informatics Nurse Specialists	Clinical Informaticist
15-1121.01	Informatics Nurse Specialists	Clinical Informatics Director
15-1121.01	Informatics Nurse Specialists	Clinical Informatics Specialist
15-1121.01	Informatics Nurse Specialists	Clinical Informatics Strategist
15-1121.01	Informatics Nurse Specialists	Clinical Information Systems Director
15-1121.01	Informatics Nurse Specialists	Clinical Systems Educator
15-1121.01	Informatics Nurse Specialists	Consultant
15-1121.01	Informatics Nurse Specialists	Director Clinical Information Services
15-1121.01	Informatics Nurse Specialists	Health Informatics Advisor
15-1121.01	Informatics Nurse Specialists	Health Informatics Instructor
15-1121.01	Informatics Nurse Specialists	Health Informatics Specialist
15-1121.01	Informatics Nurse Specialists	Informaticist
15-1121.01	Informatics Nurse Specialists	Informatics Application Analyst
15-1121.01	Informatics Nurse Specialists	Informatics Nurse
15-1121.01	Informatics Nurse Specialists	Informatics Nurse Specialist
15-1121.01	Informatics Nurse Specialists	Nurse Informaticist
15-1121.01	Informatics Nurse Specialists	Nurse Informatics Educator
15-1121.01	Informatics Nurse Specialists	Nursing Informatics Analyst
15-1121.01	Informatics Nurse Specialists	Nursing Informatics Clinical Analyst
15-1121.01	Informatics Nurse Specialists	Nursing Information Systems Coordinator
15-1121.01	Informatics Nurse Specialists	Public Health Informatician
15-1121.01	Informatics Nurse Specialists	Telehealth Case Manager
15-1121.01	Informatics Nurse Specialists	Telehealth Coordinator
15-1121.01	Informatics Nurse Specialists	Telehealth Director

Supplemental Materials B.1.7-Final Additions

H. Occupational References in Letters of Support

Occupation	Florida Hospital p. 58	Nemours Children's Hospital p. 59	Orlando Health p. 60	VA Healthcare System p. 61	Anesthesiologists of Greater Orlando p. 123	Orange County Public Schools p. 124	School District of Osceola County p. 125	Osceola Health Department p. 126	Primary Care Medical Services of Polk dba Osceola Community Health Services p. 130	Orange Health Department p. 127	Florida Center for Nursing p. 49	Orlando Economic Development Commission p. 50	Career Source Central Florida p. 51	Central Florida Partnership p. 52	Central Florida Higher Education Consortium p. 53	University of Central Florida p. 55	University of Phoenix p. 56
Nursing Instructors and Teachers, Postsecondary																	
Registered Nurses (BSN Level)																	
Community Health Workers																	
Computer Systems Analysts (aka: Informatics Nurse Specialists)																	
Health Diagnosing & Treating Practitioners																	
Health Educators																	
Health Navigators																	
Health Specialties Teachers, Postsecondary																	
Medical and Health Services Managers																	
Middle School Teachers, Exc. Special & Voc. Education																	
Nurse Anesthetists																	
Nurse Midwives																	
Nurse Practitioners																	
Secondary School Teachers, Exc. Special and Voc. Ed.																	
Voc. Education Teachers, Secondary School																	

I. Letter of Support of Occupational Demand Outside of CIP to SOC Crosswalk



Osceola Community Health Services
1875 Fortune Road | Kissimmee, FL 34744
Phone: 407-943-8600 | Fax: 407-343-2002

June 20, 2017

Dr. Sanford Shugart
President
Valencia College
1768 Park Center Drive
Orlando, FL 32835

RE: Letter of Support

Dear Dr. Shugart:

This letter is to support the approval process for the Baccalaureate in Nursing Degree (BSN) at Valencia College. As a longstanding community partner of Valencia College, the Federally Qualified Health Centers in Osceola County strongly supports Valencia College in its pursuit of offering baccalaureate degree in Nursing.

Our commitment to quality community based care aligns with and supports the expertise of health care professionals with degrees such as the BSN. Over the next eight years, our agency expects to employ approximately 10-15 of Valencia's BSN graduates annually to fill critical positions including community health workers, health navigators, health educators, and health diagnosing/treatment practitioners in Osceola community.

Their work focuses on disease prevention, health wellness, and vital education for the residents of Osceola County. The knowledge gained through the attainment of a BSN is vital to the goals of our organization. The offering of a BSN at Valencia College will be a key component to the continued health of Osceola County. Therefore, I urge you to approve this needed degree.

Please contact me if you have any questions about the support for and the critical need for this degree.

Sincerely,

A handwritten signature in black ink, appearing to read 'Belinda Johnson-Cornett', is written over a horizontal line.

Belinda Johnson-Cornett, MS, RN-BC, MBA
Chief Executive Officer
Primary Care Medical Services of Poinciana dba Osceola Community Health Services
1875 Fortune Road
Kissimmee, FL 34744