

**Baccalaureate Degree Program Proposal**  
**Recommendations from the Division of Florida Colleges Baccalaureate Review Team**  
**for Consideration by the Commissioner of Education**

A collaborative review was conducted by the Baccalaureate Review Team members, including staff from the Division of Florida Colleges and the Florida Colleges Budget Office. Written recommendations were submitted to the college by the review team, college staff revised the proposal, and submitted the final proposal, which is now complete and ready for consideration by the Commissioner of Education.

Direct questions or concerns to Abbey Ivey at 850-245-9492 or [abbey.ivey@fldoe.org](mailto:abbey.ivey@fldoe.org).

College	Degree Type	Degree Program	Date Submitted to SBOE
South Florida State College	BS	Nursing  <i>No alternative proposals were received for this program.</i>	1/21/14

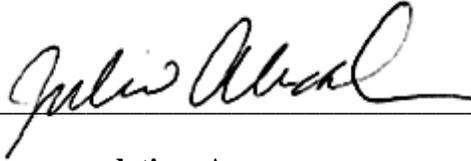
“Within 45 days following receipt of a completed proposal by the Division of Florida Colleges, the Commissioner of Education shall recommend approval or disapproval of the proposal to the State Board of Education.”  
 Section 1007.33 (5)(e), F.S.

Comments		Summary
<b>A</b>	<b>Planning Process</b>	<p>South Florida State College’s (SFSC) proposed Bachelor of Science in Nursing (BSN) will prepare nursing graduates who hold a valid Registered Nurse (RN) license for practice in management, advanced patient care delivery, and public health roles.</p> <p>The college engaged in numerous planning activities for this program, including meeting with the Florida Hospital Heartland Division. SFSC notes the Florida Hospital Heartland Division was in such need of a BSN being offered in the service district that they had considered offering a program for their employees through Florida Hospital College of Health Sciences in Orlando. However, the college states they postponed those actions and provided full support of SFSC bachelor’s degree. Additional planning activities included conducting student and alumni surveys, surveying local healthcare agencies, and holding a focus group with currently employed RNs. Survey results, meeting minutes, letters of support and other planning documents are located in the Supplemental Materials.</p> <p>SFSC contacted the University of South Florida (USF), Hodges University (HU), Warner University (Warner) and Webber International University (Webber) about the proposed program. The college notes these institutions were positive and supportive of the proposal, and HU, Warner and Webber provided letters of support. Florida Atlantic University (FAU) provided correspondence to the Division of Florida Colleges in July 2013 stating FAU has the capacity to provide access to RN-BSN students through online or video-conference classes. However, FAU provided additional correspondence in December 2013 indicating support for SFSC’s proposed BSN.</p>
<b>B</b>	<b>Program Implementation Timeline</b>	The projected implementation date of upper division enrollment is August 2014. The complete timeline of implementation activities is located in Section B of the proposal.
<b>C</b>	<b>Workforce Demand/Unmet Need Specific to Program Area</b>	SFSC cites the Florida Department of Economic Opportunity (FDEO) and reports there were 1,082 RNs within the college’s service district in 2012. This total is projected to increase to 1,275 by 2020 (which represents a 2.23 annual percent growth) with 43 projected annual job openings. SFSC cites the Florida Center for Nursing and states slightly over one quarter of all RNs in the college’s region have earned a BSN and 56.8

		<p>percent of RNs in west central Florida are at the associate degree level, suggesting a pool of approximately 27,000 individuals who may seek a BSN.</p> <p>The college notes no postsecondary institutions are available in the service district to provide nursing education at the baccalaureate level. In addition, SFSC states input gathered from local healthcare employers indicates local demand for BSN level RNs appears strong, and a number of these employers reported offering incentives to encourage AS-prepared RNs to pursue a BSN.</p> <p>SFSC also emphasizes the college's region has been identified as a rural area of critical economic concern (RACEC). The college provides data from the U.S. Census Bureau showing the percentage of residents age 25 and over holding a bachelor's degree or higher in DeSoto (11.4 percent), Hardee (9.3 percent) and Highlands (14.5 percent) counties is lower than the state average (26 percent).</p>
<b>D</b>	<b>Facilities and Equipment Specific to Program Area</b>	SFSC projects minimal additional equipment will be needed to support this program, and funds have been allocated for simulation upgrades, additional physical exam equipment and software.
<b>E</b>	<b>Library/Media Specific to Program Area</b>	The college has allocated \$6,500 for the first year and \$3,000 for each of the next three years of program operation for the purchase of library resources to augment the current collection, including books, e-books, media, journals and databases.
<b>F</b>	<b>Academic Resources Specific to Program Area</b>	The college currently has seven full-time and three part-time faculty members who can teach in this program. SFSC plans to hire one full-time doctoral-prepared faculty member to begin in August 2014. Adjunct faculty will be hired as needed and one-full time secretarial support person will be hired for the BSN and other nursing programs.
<b>G</b>	<b>Cost to Students</b>	<p>The cost for four years of study at SFSC and other regional postsecondary institutions, as reported by SFSC:</p> <p>SFSC = \$10,000 (SFSC has identified the BSN to meet Governor Rick Scott's \$10,000 degree challenge)  USF = \$23,632  University of Central Florida = \$25,268  Florida Gulf Coast University = \$24,473  HU = \$61,200  Warner = \$68,720  Webber = \$84,200</p>
<b>H</b>	<b>Academic Content</b>	Admission to this program requires an Associate degree or diploma in nursing and an unencumbered Florida license as an RN. The 120-credit hour program will include 36 credits of general education courses, 42 credits of lower-division specialized nursing courses, and 33 credits of upper-division coursework. SFSC plans to seek program accreditation from the Accreditation Commission for Education in Nursing.
<b>I</b>	<b>Enrollment, Performance and Budget Plan</b>	SFSC anticipates 30 enrolled students during the first year and 60 students during the next three years of operation. The program will be supported primarily through tuition and fees, as well as support from other local sources of revenue as needed. The full budget is located on page 116.
<b>J</b>	<b>Plan of Action if Program Must be Terminated</b>	In the event of program termination, SFSC would follow the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policy to phase out the program. The phase-out period would last up to three years.

**Recommendation: Approve**

**Vice Chancellor for Academic and Student Affairs, Division of Florida Colleges**

  
\_\_\_\_\_

**Date** 12/12/13

**Recommendation: Approve**

**Chancellor, Division of Florida Colleges**

  
\_\_\_\_\_

**Date** 12/19/13

**PROPOSAL  
BACHELOR OF SCIENCE  
in Nursing (BSN)**

Submitted to:  
The Florida Department of Education



December 4, 2013

**Bachelor of Science in Nursing**

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**THE FLORIDA COLLEGE SYSTEM**

**BACCALAUREATE PROPOSAL APPROVAL APPLICATION**

**COVER SHEET**

**INSTITUTION: South Florida State College**  
**BACCALAUREATE DEGREE CONTACTS:**

**PRIMARY**

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**DEGREE TYPE (BS, BAS, other): BS**

**DEGREE TITLE:** Bachelor of Science in Nursing

**TOTAL NUMBER OF CREDIT HOURS:** 120

**PROPOSED DEGREE SIX-DIGIT CIP CODE:** 51.3801

**PLANNED PROGRAM IMPLEMENTATION DATE:** August 2014

**PROGRAM DESCRIPTION/EMPLOYMENT OPTIONS FOR GRADUATES:**

South Florida State College (SFSC) proposes to initiate a Bachelor of Science in Nursing (BSN) degree designed for nursing graduates who hold a valid Registered Nurse (RN) license and wish to advance their knowledge and achieve professional status. Many graduates of the SFSC Associate Degree Nursing program, as well as other nurses who have moved to our area, wish to advance in their nursing careers and require a baccalaureate degree to practice nursing in more complex healthcare settings. The BSN program will prepare nurses for practice in management, advanced patient care delivery, and public health roles. Furthermore, the BSN program provides the educational foundation for a BSN graduate to transition further into additional advanced studies in nursing.

The proposed BSN program will provide traditional and nontraditional students with access to a baccalaureate degree that is both affordable and available within the local service district of DeSoto, Hardee, and Highlands counties. No SACSCOC accredited public or private universities or colleges provide higher educational opportunities for students within the rural SFSC service area.

**BOARD OF TRUSTEES APPROVAL DATE:** September 25, 2013

**PRESIDENT'S SIGNATURE AND DATE:**



**Date:** 12/4/13

## **EXECUTIVE SUMMARY**

**Institution:** South Florida State College

**Degree Type:** Bachelor of Science

**Degree Title:** Nursing

### **A. Planning Process**

South Florida State College (SFSC) has engaged in a thorough planning process to develop the Bachelor of Science in Nursing (BSN) degree program. This program is designed for registered nurses with associate degrees to progress in their nursing career, leading to new job opportunities and potential for graduate-level education. The college met with and surveyed students, community members, employers, advisory committees, and local health agencies to solicit input and support for the program (pp. 10-15). Overall needs assessment findings indicated strong support from current students (Appendix A.4, p. 37), SFSC alumni (Appendix A.11, p. 78), healthcare agencies (Appendix A.10, p. 77), and community businesses (Appendix A.6, p. 54) for initiating a new BSN program.

No SACSCOC accredited institutions of higher education exist in the SFSC three-county service district. College administration met with colleagues at four other regional universities (Hodges University, Warner University, Webber International University, and University of South Florida), three private and one public, to validate community need and impact of a new BSN program (Appendix A.13, p. 86). The college also had several conversations with Florida Atlantic University (FAU) in response to their letter to the Board of Governors. FAU was willing to provide online course work and classes at the Harbor Branch Oceanographic Institution campus in Fort Pierce (100 miles from Avon Park), but FAU was unable to provide BSN course work at the University Center facility on the SFSC Highlands campus. FAU also provided a correspondence of support for development of the BSN (Appendix A.13, p. 86). All regional higher education institutions solicited are supportive of SFSC beginning a new BSN program.

### **B. Program Implementation Timeline**

The projected timeline for initiation of upper-division enrollment is August 2014. The complete timeline of implementation activities is located on p. 15 of this report.

### **C. Workforce Demand/Unmet Need**

Healthcare is a major industry in DeSoto, Hardee, and Highlands counties, accounting for almost 10% of the 50,907 jobs in the region (Florida Jobs by Occupation for workforce region 19, Appendix C.2 p. 91). The Regional Targeted Occupational List for workforce region 19 identifies registered nursing with an annual growth rate of 2.07% (Appendix C.4, p. 98). Compared to all other health-related occupations in Florida, annual growth in nursing over an eight-year period, for the tri-county region, is higher than all other healthcare-related occupations. SFSC produces approximately 30 associate degree nurses per year to help meet this healthcare need; however, demand for BSN level RNs is also high among local employers

(Appendix A.9, p. 71). It is likely, as suggested by survey data, that local employer demand will necessitate the hiring of 70 to 86 BSN RNs in the next three years (Appendix A.9, p. 71).

Of the SFSC alumni surveyed, 89% indicated a desire to return to school and work toward their BSN (Appendix A.11, p. 78). Unfortunately, no baccalaureate program is offered in the region; therefore, no baccalaureate-prepared nurses are being produced in the region. The Florida Center for Nursing reports that slightly over 29.3% of the RNs employed within the college service area have earned a BSN (Appendix C.3, p. 94). Correspondingly, local demand for BSN-prepared nurses is rising. Close to half (42%) of local employers identify that they anticipate hiring BSN-prepared nurses and are willing to offer pay increases for these prospective employees. Employers also respond that a baccalaureate degree is required to secure an administrative position in their organization (Appendix A.9, p. 71).

#### **D. Facilities and Equipment**

The college has adequate facilities and state-of-the-art equipment for existing associate degree and licensed practical nursing programs. These facilities include science labs, computer laboratories, simulation manikins, and a host of clinical demonstration equipment and supplies that are readily available to the BSN program. It is anticipated that minimal (less than \$20,000) facilities or equipment resources will be necessary for the proposed BSN program. In addition to healthcare-related training facilities, the college has a robust learning management system and technology resources available to faculty and students.

#### **E. Library/Media Resources**

The college has allocated funds for the next five fiscal years for acquisition of additional books, e-books, and computerized and media materials to augment the college's existing collection to support this program (Appendix I.1, p. 115).

#### **F. Academic Resources**

Currently, SFSC has seven full-time and three part-time faculty members who can teach in this program (Appendix F.1, p. 101). The college plans to hire a full-time doctoral-prepared faculty member in the summer of 2014. The newly hired faculty member will work closely with existing nursing faculty and will report to the director, nursing education. Additional instructors will be hired as needed depending upon program growth. Twenty-five percent (25%) of faculty teaching in the program will have a terminal degree in field to meet SACSCOC credentialing requirements.

#### **G. Cost to Students**

The proposed cost for four years of study at SFSC in the BSN program is estimated to be \$10,000. This proposed BSN program has been identified as a participant in Gov. Rick Scott's \$10,000 Challenge.

Cost for four years of study at other regional postsecondary institutions would be as follows:

- Hodges University (Private) \$61,200
- University of South Florida (Public) \$23,632
- Warner University (Private) \$68,720
- Webber University (Private) \$84,200

#### **H. Academic Content**

This 120 credit hour program is composed of 36 general education credits, 42 credits of lower-level specialized courses, and 33 credits of upper-level specialized courses (pp. 24-27). Students will have the option to take electives focused in advanced clinical practice, administration, or community health. Specialized BSN accreditation will be sought from the Accreditation Commission for Education in Nursing (ACEN).

#### **I. Enrollment, Performance and Budget Plan**

The college anticipates 30 enrolled students during year one, with enrollment doubling to 60 in implementation years two through four. Projected expenditures during the first year total \$80,188 and will increase to \$200,820 in implementation years two through four (Appendix I.1, p. 115). The program is projected to become self-sustaining in year two.

#### **J. Plan of Action if Program Must Be Terminated**

If the program is terminated, further admissions will be closed and faculty, staff, and students will be notified. Current students will have up to three years to complete the program and will receive information and advising regarding transfer options.

## **EVALUATION CRITERIA**

### *Overview*

South Florida State College (SFSC) is a well-established college servicing south central Florida and, specifically, rural DeSoto, Hardee, and Highlands counties. The college serves approximately 12,000 students annually in a variety of adult basic education, liberal arts, and career programs culminating in a baccalaureate degree, associate in arts degree, associate in science degree, diploma, or certificate. The college has an excellent reputation in the community based upon its quality academic programs, highly qualified faculty and staff, as well as ongoing collaboration and partnerships with the business community.

The college awards licensed practical nurse (LPN), transition (LPN-RN), and generic associate degree nursing (ADN) programs and seeks to provide the Bachelor of Science in Nursing (BSN) program. The BSN prepares nurses for a professional role with course work in nursing science, research, leadership, and nursing informatics. A BSN opens-up opportunities for greater career advancement and higher salary options. The degree qualifies its holder for administrative, research, consulting, and teaching positions that would not be available to those with only an associate degree in nursing.

#### **A. PLANNING PROCESS**

##### **1. Internal Process and Meetings**

As part of the college five year strategic planning process, the college reached out to hundreds of external and internal constituents in development of the 2009-2014 Strategic Plan (Appendix A.1, p. 31). One of the initiatives identified by internal and external stakeholders as needing future development was that of baccalaureate programs. The college during the next four years sought to address this community need by seeking permission from the State Board of Education and the Southern Association of Colleges and Schools Commission on Colleges to offer bachelor's degrees with the Bachelor of Applied Science in Supervision and Management being the first baccalaureate offering. As part of the continuing college strategic planning in subsequent years, two additional programs were identified as potential programs for planning and implementation (Appendix A.2, p. 33; Appendix A.3, p. 35). They include the Bachelor of Science in Nursing (BSN) and Bachelor of Science in Elementary Education (BSEE).

The college conducted extensive and comprehensive internal and external needs assessments to evaluate the viability of offering a BSN program. The college needs assessment included an analysis of quantitative and qualitative data collected from student, alumni, and employed nurses in the college's service area. Survey instruments were developed, validated, and administered by SFSC's Institutional Effectiveness department. Meetings with business, industry, and regional postsecondary educational institutions were also conducted to gather additional information. Survey instruments and supporting documentation of meeting minutes are further discussed in the following sections with summarized findings throughout Appendices A.1 through A.13, pp. 31-89.

The Dean of Applied Sciences, Associate Dean of Allied Health and SFSC's Director of Nursing met with Donna Snyder, Vice President Chief Nursing Officer of Florida Hospital Heartland Division on August 6, 2012 to discuss the need and possibility of a BSN being offered by SFSC. As Vice President, Chief Nursing Officer of Florida Heartland Hospital, Donna Snyder welcomed the possibility and offered assistance in any way to implement the bachelor's degree for our service district. Florida Hospital Heartland Division was in such need of a program being offered in our service district that they had considered offering a program for their employees through Florida Hospital College of Health Sciences in Orlando. However, they postponed those actions and provided full support for a bachelor's degree at SFSC.

### ***Currently Enrolled SFSC Students***

Student survey findings (Appendix A.4, p. 37) revealed that a notable percentage (38.04% or n=70) of currently enrolled students (all majors and disciplines) expressed an interest in pursuing a BSN at "SFSC or elsewhere"; 77.27% of these students or n=51 further indicated that they were "extremely interested" in such a program. Survey results also suggested that an equivalent number of students in the sample (n=51) were "extremely likely" to pursue a BSN degree if offered by SFSC; only one student or 1.52% of the sample reported "unlikely."

Qualitative data from the survey (Appendix A.4, p. 37) similarly reinforced strong student interest in a BSN program. Sixty-four (64) survey participants provided responses to an open-ended comment section; 50% of these respondents conveyed strong support for or willingness to enroll in a BSN program at the college while the remaining expressed interest in a variety of other disciplines. A representative sample of comments included "a bachelor's program in nursing would be excellent to have at SFSC [and] for the local community" and "I think it will be an amazing opportunity if a BSN program will be offered by SFSC."

### ***Nursing Student Focus Group***

The college facilitated a student focus group session to further gauge interest in a BSN program; participants (N=52) were comprised of currently enrolled nursing students (Appendix A.5, p. 52). Approximately 81% (n=42) articulated that they were planning to pursue a BSN degree. It was further found that over half or approximately 54% would be willing to pursue a BSN degree within one or less than one year. An overwhelming percentage (92%) stated that they "would attend SFSC for the BSN degree" if offered by the college. Student rationale for selecting SFSC ranged from their perceived reputation of the college, instructor knowledge/effectiveness, cost, and the college's close proximity to their home and workplace. Participants further stressed that experience, perceived concern for student success, and the college's nursing programs' performance (e.g., pass rates of 94% over the past five years) were characteristics of SFSC's faculty and nursing programs that would influence their decision to enroll in a BSN program at the college. One comment in particular effectively captured the focus group's overall sentiment:

*I fell in love with this institution, it is a place we know, we like, and we enjoy. I'm comfortable with the quality of our institution, and it will look good on my resume due to the school's reputation. We are comfortable and more confident because of the faculty.*

## *Course Delivery and Scheduling*

Approximately two-thirds (64.06%) of the enrolled students surveyed, and half (53.13%) of students in all majors who expressed a desire to attend SFSC for a BSN degree, specified that face-to-face (n=34) and/or hybrid instruction (n=41) would best meet their needs (Appendix A.4, p. 37). Over half of the same sample preferred weekday (56.25%), daytime (54.69%), and evening/night classes (50%). Percentages sum to > 100% because responses were duplicated (i.e., students could choose multiple delivery models or multiple schedule types). Locally employed nurses also indicated via the college facilitated focus group (n=8) that a hybrid model (technology-facilitated learning plus face-to-face) was their preferred instructional approach. A nursing student focus group (Appendix A.5, p. 52) further reinforced the notion that students would prefer face-to-face or hybrid over a primarily online delivery of course content. Participants (n=52) were presented with various scheduling/delivery options and permitted vote for one or all of their preferences; however, very few predominantly supported online only. Only sixteen participants considered online as their preferred scheduling/delivery arrangement. The remaining participants responded favorably to mainly face-to-face (n=13), hybrid (n=23), weekday face-to-face (n=21) and weekend face-to-face (n=3).

## **2. External Process and Meetings**

### *Health Community Assessment*

Over the past ten years, perhaps the most commonly requested program from our community is for a BSN degree. During the 2008 strategic planning efforts the need for baccalaureate programs was identified as a priority need for the community. The Heartland Workforce Board, chambers of commerce, civic clubs, and all major health facilities voice the need for advanced training for our current RN graduates (Appendix A.6, p. 54). Additionally, the advisory committee for the current Associate Degree Nursing program (Appendix A.7, p. 61) identifies a strong community need for a BSN program. This same advisory committee has been instrumental in developing the proposed BSN curriculum and program design (Appendix A.8, p. 64).

The college invited 12 local health care agencies to participate in an employer-focused need assessment survey (Appendix A.9, p. 71). The purpose of this survey was to ascertain potential and future demand for BSN level RNs in the college's service area. Results found that a relatively large number of BSNs were likely to be hired in the future and employers were willing to provide incentives to further their ADN's education. Approximately half of the sample (n = 5) intended to hire 11 or more BSN level RNs within the next three years. It was further revealed that over 40% of employers offered pay increases to RNs who secured a BSN; eight and ten employers, respectively, provided flexible scheduling and tuition reimbursement as incentives to ADN's willing to pursue a BSN.

In January 2013, during an accreditation visit with the National League for Nursing Accrediting Commission, the two major local hospitals declared strong support to move forward with a BSN program. Hospital administrators for Florida Hospital Heartland Division and Highlands Regional Medical Center expressed a dire need for advanced training in our service district to

supply much needed nurse administrators and BSN practitioners (Appendix A.10, p. 77). The hospitals both identified that their own accrediting agencies prefer the BSN-prepared nurse and this preference continues to escalate. They identified that each hospital was moving in a direction to favor the BSN-prepared nurse as a new hire. Local healthcare agencies desire to cultivate their own current employees for administrative positions, and they expressed the need for RNs to have access to advanced education at a convenient location and time.

### ***Alumni Survey***

In addition to current SFSC students, a survey was administered to college alumni (N=370); 69 alumnus participated (Appendix A.11, p. 78). Nineteen respondents (27.54%) indicated they were planning to pursue a four-year degree in the future; most of these nineteen respondents (n=12 or 63.16%) desired to enroll in one year. Seventeen participants or 24.64% of the entire respondent sample specified that a bachelor's degree in nursing was their primary academic interest and all (n=17) were "extremely likely" or "likely" to pursue a BSN degree if offered by SFSC. The sample identified various potential challenges or barriers to their enrollment such as financial, childcare, schedule/time, and work/family commitments; the latter two were the most commonly identified barriers by participants.

### ***Currently Employed RN Focus Group***

Eight registered nurses employed at an area hospital participated in a focus group to gather information and insight from nursing professionals most likely to pursue a BSN (Appendix A.12, p. 83). Seven participants (87.5%) were intending to pursue a four-year degree (at SFSC or elsewhere) and all seven reported a high level of interest (10 on a 10 point ordinal scale) in a BSN degree. The entire sample identified they were "very likely" to pursue the degree if offered by SFSC. The group further noted that leadership, advanced clinical, and wound care certification were specialties of particular interest to them.

### ***Educational Assessment***

No SACSCOC accredited public or private colleges or universities exist within the rural, three-county service district of SFSC. Regional higher education institutions are available outside the service district, but commutes require one-way travel of 25 miles or more to the closest private institution, or between 50 to 90 miles to the closest state college or state university.

As part of the needs assessment process, each regional accredited higher education institution, both public and private, were contacted to provide an opportunity for discussion regarding the proposal to deliver a Bachelor of Science in Nursing. Dr. Norman Stephens (then SFSC president) and Dr. Leana Revell, vice president for educational and student services, engaged in personal visits, emails, and telephone conversations with University of South Florida, Hodges University, Warner University, and Webber University to engage in need, demand, and impact discussions. In response to SFSC's Letter of Intent (LOI), Florida Atlantic University (FAU) responded that they had the capacity to provide a distance learning program supported from their Harbor Branch Oceanographic Institution campus in Fort Pierce which is 100 miles from SFSC, one-way. Discussions with FAU to determine feasibility of a BSN program on the SFSC

Highlands campus were conducted. After dialogue, FAU preferred to provide a new correspondence of support for the SFSC BSN proposal (Appendix A.13, p. 86).

A description of the university and a summary of the conversations held with each institution are compiled in Table 1. Letters from each institution can be found in Appendix A.13, p. 86.

**Table 1: Institutional Conversations**

<b>Name of Institution</b>	<b>Description and Summary of Conversation</b>
<b>University of South Florida</b>	The University of South Florida (USF) System is designated by the state of Florida as the regional State University System (SUS) provider for South Florida State College. USF has a long-standing partnership that has provided seamless transfer for SFSC students for the past 13 years and is one of the primary recipients of SFSC college transfer students. Dr. Leana Revell called Dr. Robert Sullens, Dean of Undergraduate Studies, USF Tampa campus to discuss the need for a baccalaureate in Nursing program. Dr. Sullens indicated that it is very unlikely that USF will be able to serve the college service district with a face-to-face BSN offering, but there were online opportunities available. We discussed the fact that during the past four years USF has offered the option of an online BSN program, but the members of the SFSC tri-county community have not been enthusiastic or receptive to this particular modality.
<b>Hodges University</b>	Hodges University, a private postsecondary institution located in Naples, Florida, provides an accelerated Interdisciplinary Studies program at the University Center on the Highlands campus of SFSC. Dr. Jeanette Brock, President of Hodges University and Dr. Leana Revell engaged in conversation about the need for a bachelor’s degree in nursing to serve the SFSC service district. Dr. Brock identified that Hodges recognizes that there is more than likely a need in the three counties served by SFSC, but that Hodges is not interested in providing such a program at this time. A letter of support was provided by Hodges University.
<b>Warner University</b>	In May, 2013 Dr. Leana Revell visited with Dr. James Moyer, the Executive Vice President and Chief Academic Officer of Warner University. Dr. Moyer identified that there is a great need for nurses with bachelor’s degrees in this rural area. Although Warner University does have a program in healthcare management, he identified that a bachelor of science in nursing degree would certainly assist in meet regional workforce needs and provide job advancement and opportunities for nurses in our region. A letter of support was provided by Warner University.
<b>Webber International University</b>	In May 2013, Dr. Leana Revell visited with Dr. H. Keith Wade, President and CEO of Webber International University to discuss the college’s intention to offer a Bachelor of Science in Nursing. Since Webber International University is primarily a business college, there was not opposition to SFSC starting a BSN program. We discussed the regional

	workforce needs and our common 2+2 program that we share in business. A letter of support for the BSN was provided by Webber International University.
<b>Florida Atlantic University</b>	After the SFSC Letter of Intent was submitted to the Florida Department of Education and Board of Governors, a response was received from Florida Atlantic University (FAU) that indicated that they had the capacity to provide access to BSN students using online or video-conferencing classes. In June 2012, a letter was sent to Abbey Cunningham, Coordinator of Baccalaureates at the Florida Department of Education, acknowledging the need for nurses with BSN degrees in rural areas. Dr. Revell, Vice President for Educational and Student Services at SFSC, contacted Diane Alperin, then Acting Provost at FAU and Dr. Marlene Smith, Director of Nursing at FAU. Dr. Smith stated that they had an online program available, but emphasized that they would not be able to send nursing faculty to SFSC for delivery of a face-to-face program. In December 2013, FAU provided a correspondence of support for SFSC's proposal to initiate a BSN program.

The response of all regional postsecondary institutions is positive and supportive of SFSC's proposal to initiate a BSN program. All institutions recognize the regional community need for nurses with BSN degrees and understand the difficulties in providing BSN degree-prepared nurses to underserved rural communities.

## **B. PROGRAM IMPLEMENTATION TIMELINE**

**Table 2: BSN Timeline**

<b>BSN Proposal Activity</b>	<b>Date Range</b>
<b>Assessment of Need and Demand</b>	<p><b>Fall 2008</b> Surveys, focus groups, and meetings are held within the three-county service district regarding strategic planning priorities. The need for a BSN program is identified as a college priority.</p> <p><b>December 2012</b> Strategic plan indicating a directive to evaluate the viability of offering a BSN program is adopted by the District Board of Trustees.</p> <p><b>April - June 2013</b> Needs assessment regarding the need for a BSN program is conducted with students, alumni, business community, healthcare providers, and regional higher education institutions.</p>

	<p><b>June 2013</b> Workforce analysis data conducted. Internal and external needs assessment validates the strong need for a BSN program.</p> <p><b>June 2013</b> Letter of Intent approved by District Board of Trustees and submitted to Florida College System.</p>
<p><b>Curriculum Development</b></p>	<p><b>Spring 2013</b> Nursing faculty meet to research and develop BSN curriculum.</p> <p>Advisory Committee established for review and input to proposed BSN curriculum (Appendix A.10, p. 72).</p> <p>Meetings held: April 25, 2013 May 9, 2013 May 21, 2013</p> <p><b>September 2013</b> Curriculum submitted through appropriate college protocols for approval.</p> <p>Program proposal sent to District Board of Trustees for approval.</p>
<p><b>Accreditation Activities</b></p>	<p><b>June 2013</b> Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirms Level II status of SFSC.</p> <p><b>Spring 2014</b> State Board of Education approves BSN program.</p> <p>SACSCOC Prospectus submitted for substantive change.</p> <p><b>Spring-Summer 2014</b> SACSCOC notifies SFSC of substantive change approval.</p> <p><b>2013-2016</b> Prepare for Accreditation Commission for</p>

	<p>Education in Nursing, Inc. (ACEN) Proposal</p> <ul style="list-style-type: none"> <li>• <b>Fall 2014</b> Accept first class in BSN program</li> <li>• <b>Summer 2015</b> Submit candidacy presentation</li> <li>• <b>Fall 2015</b> Accept second-year class in BSN program</li> <li>• <b>Fall 2015</b> Apply for accreditation eligibility</li> <li>• <b>Fall 2016</b> Achieve candidacy status</li> <li>• <b>Summer 2016</b> Submit self-study to ACEN</li> <li>• <b>Fall 2016</b> Host BSN site visit</li> <li>• <b>Late 2016 or Early 2017</b> Receive ACEN accreditation for BSN program</li> </ul>
<b>Recruitment of Faculty and Staff</b>	<p><b>Spring 2014</b> Advertise, recruit, and hire one doctoral-prepared faculty for the BSN program. Advertise and hire one support staff member for Nursing Department.</p> <p><b>Spring 2014</b> Establish a schedule of classes and assign faculty workload as needed.</p>
<b>Systems, Facilities, and Resource Upgrades and Development</b>	<p><b>Spring 2014</b> Purchase additional library materials as needed.</p> <p>Establish clinical facilities agreements with new agencies used for BSN program.</p>
<b>Student Recruitment and Advising</b>	<p><b>Spring 2014</b> Develop promotional and recruitment materials.</p> <p>Establish a major recruitment campaign upon SACSCOC approval.</p>
<b>BSN Upper Division Courses Begin</b>	<b>August 25, 2014</b>

**C. WORKFORCE DEMAND/UNMET NEED SPECIFIC TO PROGRAM AREA**

*Geographic Area Served*

This central Florida region has been identified as a rural area of critical economic concern (RACEC). As reported in a 2013 report prepared by the Florida Department of Economic Opportunity's Labor Market Statistics Center, nearly 68.8% of local employment (n=41,497)

encompassed five major industries: government (15.3%, n=6,348), education/healthcare (17.4%, n=7,238), natural resources and mining (20.5%, n=8,527), and the retail trade (15.6%, n=6,457) (Appendix C.1, p. 90). The average annual wage for the Heartland region was \$29,734 (a decrease of 0.1% from 2010) as identified by the Florida Department of Economic Opportunity's Labor Market Statistics Center.

### ***Current Jobs***

Healthcare continues to be a major industry in DeSoto, Hardee, and Highlands counties and accounts for almost 10% or 4,997 of the 50,907 jobs in the region (*Florida Jobs by Occupation for Workforce Region 19*, Florida Department of Economic Opportunity, 2012, Appendix C.2, p. 91). Employment data from 2012 indicate that 1,082 Registered Nurses were employed at hospitals, physicians' offices, and healthcare agencies within the college's service area. This represents the largest segment of healthcare related workers in the tri-county. The potential RN workforce for the Florida West Central region (including Highlands, Hardee, and DeSoto counties) has increased by 6.3% from 2009 to 2011 (Florida Center for Nursing, Appendix C.3, p. 94). According to the *2013-2014 Regional Targeted Occupations List* (Appendix C.4, p. 98) for workforce region 19 (DeSoto, Hardee, and Highlands Counties), registered nursing has experienced an annual percent growth of 2.23% (43 annual openings); mean hourly wage for 2012 was \$29.22 with an entry hourly wage of approximately \$23.22. Compared to other healthcare-related occupations in Florida, annual growth in nursing over an eight-year period for the tri-county region is higher than all other healthcare-related occupations with the exception of general dentistry.

Hospitals continue to serve as foremost employers in the SFSC service area and employ a relatively large workforce. In Highlands County, the Florida Hospital Heartland Division and Highlands Regional Medical Center rank among the largest private sector employers (total employment of approximately 1,800). The Florida Hospital Heartland Division in Hardee County has 111 employees and DeSoto Medical Hospital (third largest private sector employer in DeSoto) has a workforce of 290 employees. Most (61.8%) of the registered nurses in DeSoto, Hardee, and Highlands counties work in a hospital setting (Florida Center for Nursing, Appendix C.3, p. 94).

### ***Future Job Needs***

The Florida Center for Nursing reports that slightly over one-quarter (29.3%) of all registered nurses employed in the college service area have earned a BSN (Appendix C.3, p. 94). Correspondingly, local demand for BSN level RNs appears strong as suggested by a recent survey administered by SFSC (Appendix A.9, p. 71). According to local healthcare-related employers (n=12) in the SFSC service area, 41.67% anticipated hiring at least 11 or more BSN-prepared nurses within the next three years. Additionally, a large number of employers offered incentives to encourage Associate Degree in Nursing (ADN) RNs to pursue a BSN. Most of the reported incentives included flexible scheduling, tuition reimbursement, and recognition with close to half (42%) of local employers also offered pay increases to RNs who earn a BSN. Additionally, results of the survey revealed that half of employer respondents indicated a BSN was required to secure an administrative position in their organization.

**Table 3: Projected Employment Growth in Registered Nursing: Local and Statewide**

	2012	2013	2014	2015	2016	2017	2018	2019	2020
<b>Local</b>	1082	1106	1130	1154	1178	1202	1226	1250	1275
<b>Statewide</b>	169,514	173,434	177,354	181,274	185,194	189,114	193,034	196,954	200,870

*Note.* Local growth assumes an annual estimated increase of 24; statewide growth assumes an annual estimated increase of 3,920.

Source: Florida Department of Economic Opportunity, Florida JOBS by Occupation (Workforce Region 19)  
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

Unfortunately, the population within the SFSC service district has a significantly lagging number of residents with baccalaureate degrees as shown below in Table 4. No opportunities to achieve a baccalaureate degree are available within the tri-county district should a nurse seek to work toward a BSN degree.

**Table 4: Tri-County Baccalaureate Graduates**

County	Population 2012	High School Graduates Age 25+ 2007-2011		Bachelor's Degree or Higher Age 25+ 2007-2011	
		County	State	County	State
<b>DeSoto</b>	34,712	68.9%	85.5%	11.4%	26.0%
<b>Hardee</b>	27,514	63.2%	85.5%	9.3%	26.0%
<b>Highlands</b>	98,128	79.3%	85.5%	14.5%	26.0%

Source: U.S. Census Bureau, Census of Population and Housing Demographic  
 Population: 2012 Population Estimate (as of July 1, 2012)  
 U.S. Bureau, 2007-2011 American Community Survey 5-Year Estimates (Median Estimate)  
 Profile:[http://factfinder2.census.gov/faces/nav/jsf/pages/community\\_facts.xhtml](http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml)

The Office of Program Policy Analysis & Government Accountability 2013 supplemental report on Florida nursing education programs identifies that the total number of State University System of Florida BSN graduates is 979, and those from non-public colleges and universities is 1,029 (Appendix C.5, p. 100).

**Gap Analysis**

Currently, no postsecondary institutions are available in Highlands, Hardee, and DeSoto counties to provide nursing education at the baccalaureate level. Although there are many BSN graduates from public and private institutions of higher education within Florida, those graduates do not typically move to rural Central Florida to practice nursing. The capability to train existing ADN graduates who live and work in the local three-county region is readily available if a new BSN program is created to meet workforce demand. Workforce demand for BSN nurses in the region, statewide, and nationwide remains high. According to recent statistics cited by the Florida Center for Nursing, 56.8% of the entire RN workforce (N = 46,791) in west central Florida

(including Hardee, Highlands, and DeSoto counties) was associate degree level—suggesting a potential “pool” of approximately 27,000 individuals who may seek a BSN (Appendix C. 3, p. 94).

According to data compiled from a SFSC administered survey, most (75%) of the local employers report having at least 11 or more BSN prepared nurses in their organization. Further analysis revealed that a projected 70 to 86 BSN prepared nurses will need to be hired by local employers over the next three years (Appendix A.9, p. 71, Question 6). The projected local growth for registered nurses is strong with an annual percentage growth of registered nurses in the Heartland Region of 2.23% per year with 43 annual openings (*2013-2014 Regional Targeted Occupations List*, Appendix C.4, p. 98). Employment projections furnished by the Florida Department of Economic Opportunity indicates an employment growth of 193 registered nurses from 2012 to 2020. Further, most of this increase is attributed to “growth” rather than “separations” (Appendix C.1, p. 90).

The college’s Associate Dean of Allied Health and the Institutional Effectiveness Specialist moderated a focus group at an area hospital to seek interest and feedback from likely BSN candidates (principally ADN level RNs) regarding the college’s offering of a BSN program. An overwhelming majority of the group indicated that they were likely to pursue a four year degree and an almost equal proportion was interested in earning a BSN; these individuals expressed that they were “very likely” to pursue a BSN at SFSC. The group additionally noted that they were most interested in advance clinical nursing and stressed the importance of the college offering flexible scheduling and hybrid classes.

#### **D. FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA**

The college has adequate classroom, laboratory, and office space (over 145,000 square feet) to support additional growth of baccalaureate-level programs. The Health Education and Science Building is our most recently constructed building which contains over 60,000 square feet dedicated to natural science, Radiography, Licensed Practical Nursing, and Associate Degree Nursing programs. Ample classroom, office, computer, and lab space are available in this building with practice training labs, space for medical equipment and supplies, beds, manikins, training devices, and a clinical simulation room complete with infant and adult simulation manikins. Eight science laboratories equipped with state-of-the-art equipment, computers, and models provide support for chemistry and pathophysiology classes required in the BSN curriculum. All classrooms are fitted with smart technology and quality furnishings. The facility is in excellent condition, technology is current, and current use of this space is lower than capacity.

It is projected that minimal additional equipment will be needed to support the new BSN program. Simulation upgrades, additional physical exam equipment, and software modes for administration, advanced clinical practice, and community health will be required with an estimated cost of \$20,000 annually beginning in the second year of program implementation.

## **E. LIBRARY/MEDIA SPECIFIC TO PROGRAM AREA**

The existing SFSC library collection in the nursing discipline is substantial, current, and broad-based. A thorough review will be conducted to coincide with the curriculum development process. Augmenting and improving the existing nursing collection is a priority for which SFSC will provide a specific budget for the next five fiscal years. SFSC has set aside funds to address identified learning resource needs, including \$6,500 during the first year and \$3,000 for the next three years for library and media as provided in the *Enrollment, Performance and Budget Plan* (Appendix I.1, p. 115).

Planned acquisition of books, e-books, and media will specifically address curriculum at the 3000 and 4000 course level. Additional journals and databases will be added to support curricular needs as is common practice with all academic programs. The following e-book collections will be added over the next three years to enhance the nursing holdings: *Ovid Core Book Collection* containing 55 titles, the *Ovid Extended Book Collection* with 140 titles, and the *American Nurses Association Collection* with 29 titles.

The SFSC library currently owns a collection of 162 print titles and over 500 e-book titles related to nursing. In addition, the library maintains 17 major databases for nursing including *CINAHL Plus Full Text*, *Health & Wellness Resource Center*, *Health Reference Center Academic*, *MEDLINE with Full Text*, *Micromedex Healthcare Series*, *Nursing and Allied Health Source*, *Nursing Resource Center*, *PDR3D*, *PsycArticles*, and *Sage Journals*.

The SFSC library offers full interlibrary loan and document delivery services. The library participation in the LINCC Web Online Catalog gives students and faculty the ability to directly request materials from key libraries within the Florida College Library System. The WorldCat database allows patrons to request materials not only from the State University Library System, but also other higher education libraries and public libraries across Florida and the United States.

## **F. ACADEMIC RESOURCES SPECIFIC TO PROGRAM AREA**

Currently, SFSC has seven full-time and three part-time faculty members who can teach in this program (Appendix F.1, p. 101). The college plans to hire a full-time, doctoral prepared faculty to begin August 2014 who will function as the primary instructor for the BSN program. The BSN instructor will work closely with existing nursing faculty and will report to the director, nursing education. Adjunct faculty will be hired as needed depending upon program needs. Twenty-five percent (25%) of the faculty teaching in the program must have a terminal degree in field; therefore, hiring and course assignments will be made with this credentialing criteria in mind. One full-time secretarial support person will be hired to replace current part-time clerical support for the BSN and other nursing programs.

The college provides strong technology resources in the classroom for faculty and student use. The college portal provides technology mediated access to student services, library resources, technology support, and online tutoring systems. Students and faculty interact through a robust course management system called Desire-to-Learn (D2L). Face-to-face classroom experiences and online course resources are enhanced by hybrid options made accessible through technology.

It is projected that minimal additional equipment will be needed to support the new BSN program. Simulation upgrades, additional physical exam equipment, and software modules for administration, advanced clinical practice, and community health will be required with an estimated cost of \$20,000 annually beginning in the second year of program implementation (Appendix I.1, p. 115).

**G. COST TO STUDENTS**

The proposed cost for four years of study at SFSC in the BSN program is estimated to be \$10,000. The proposed BSN program has been identified as a participant in Gov. Rick Scott’s \$10,000 Challenge.

The estimated 2013-2014 annual estimate cost of tuition for Florida institutions providing bachelor’s programs in the region are listed below. Costs are based upon tuition and fees multiplied by credit hours.

**Table 5: Estimated Four-Year Tuition Cost of Study at Nearby State Universities**

<b>Institution</b>	<b>Total</b>
University of South Florida (USF)	\$23,632
University of Central Florida (UCF)	\$25,268
Florida Gulf Coast University (FGCU)	\$24,473

**Table 6: Estimated Four-Year Tuition Cost of Study at Nearby Nonpublic Institutions**

<b>Institution</b>	<b>Total</b>
Hodges University	\$61,200
Warner University	\$68,720
Webber International University	\$84,200

**H. ACADEMIC CONTENT**

*Admission Requirements*

The proposed BSN program is restricted to those students who are licensed registered nurses in Florida and have completed an accredited nursing program. The following are required for admission into the SFSC BSN degree program:

- Applicants must complete an Application for Admission. This is available online at [www.southflorida.edu](http://www.southflorida.edu) or in the SFSC Admissions Office.
- Applicants for the BSN program must have an unencumbered Florida license as a Registered Nurse.
- Applicants must have an associate degree or diploma in nursing from a regionally or nationally accredited institution.
- Applicants must provide official transcripts from all previous educational institutions attended.

- International students must have their transcripts evaluated by a recognized international transcript evaluation service.
- Applicants must have minimum cumulative grade point average of 2.0 on a 4.0 scale in relevant transfer courses that apply toward the BSN degree.
- Demonstrate proficiency in foreign language through any of the following means:
  - Completion of two years of high school instruction in the same foreign language, or
  - Completion of a minimum of eight college-level credits in one foreign language, per Florida Statute 1007.262.
  - The foreign language requirement must be completed prior to graduation.

### ***Faculty Credentials***

Currently, SFSC has well-qualified faculty to teach upper- and lower-division courses (Appendix F.1, p. 101). The college is aware of the need to provide at least 25 percent of the upper-division course offerings using faculty with a terminal degree. SFSC will meet the SACSCOC requirement of 25 percent of the course work in accordance with *The Principles of Accreditation 3.5.4, Southern Association of Colleges and Schools, Commission on Colleges*. Although current faculty will teach some upper-division courses, the college plans to hire a full-time, doctoral prepared faculty member with a terminal degree in the field. During the first year of the program this faculty member will teach a majority of the upper-division course work. As more students enter the program during following years, an additional faculty member may be hired to maintain the necessary faculty credentialing requirement. The college will also expand the part-time faculty pool with up to five instructors who preferably have a terminal degree. All upper-division courses will be taught by faculty who have at least 18 graduate semester hours in field.

### ***Anticipated Average Student/Teacher Ratio***

Based on enrollment projections stated in the *Enrollment, Performance and Budget Plan*, the average student to faculty ratio in the first year of the program is estimated to be 30:1.

### ***Summary of Accreditation Plan***

SFSC was approved by the Florida State Board of Education (SBE) to provide baccalaureate programs in September 2011. Shortly after the SBE approval, the college's accreditation was reaffirmed until the year 2022 (Appendix H.1, p. 104). The following January, the college applied for a change in level (Appendix H.2, p. 105) and was subsequently approved in June 2012 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to advance from a Level I to Level II status, thereby granting the ability for SFSC to offer baccalaureate degrees (Appendix H.3, p. 106). The college received notification of continuing accreditation following an on-site substantive change visit of the Bachelor of Applied Science in Supervision and Management in June 2013 (Appendix H.4, p. 107). Since the Commission has taken positive action to reaffirm accreditation at Level II, the college now seeks to add a Bachelor of Science in Nursing degree to serve the needs of the tri-county college district. To remain in compliance with SACSCOC, the college will undergo approval for a substantive change for the addition of a new program using the following timeline:

Spring 2014  
Spring 2014  
Spring-Summer 2014

Receive approval from SBE for BSN program  
Submit prospectus to SACSCOC for new program  
Receive SACSCOC approval for BSN program

Additionally, once the BSN program is in place, the college will apply for accreditation from the Accreditation Commission for Education in Nursing (ACEN) as identified in the timelines, Section B, p. 15, of this report.

### *Curriculum*

The BSN will be a 120 credit hour program consisting of 36 hours of general education courses, 42 credit hours of lower-division specialized nursing courses, and 33 hours of upper-division coursework. The program will be a limited access program (Appendix H.5, p. 108), open only to registered nurses. Students admitted to the program must hold an unencumbered Florida license to practice as a Registered Nurse.

Since the college has had an Associate in Science (AS) and Associate in Applied Science (AAS) in Nursing for the past 20 years, it is anticipated that many of the future BSN students will be those who have graduated from the SFSC nursing programs. Those graduates with an AS will have completed 27 hours of general education, while those with an AAS will have completed fewer hours of general education, but the nursing content, clinical experiences, and faculty teaching in each program remain the same.

**Table 7: BSN Credits**

<b>Courses</b>	<b>Credits</b>
Required Prerequisite Courses	27
General Education Credits in the Lower-Division	36
Lower-Division Electives Nursing	42
Total Lower-Division Credits	88
Total Upper-Division Credits	33
Total Program Credits for BSN	120

### *Prerequisites*

Programs similar to the proposed BSN are designated in the *Common Prerequisites Manual* (CPM) and listed as a 51.3801 CIP code. For this CIP code, the CPM identifies that students are strongly encouraged to selected required lower-division electives that will enhance their general education course work and will support the intended baccalaureate degree program.

**Table 8: Florida Common Prerequisites**

<b>Program:</b>	Nursing	<b>CIP:</b>	51.3801
	A.S. to B.S.	<b>Track:</b>	2/2
<b>Offered At:</b>	BC, CC, ESC, FAMU*, FAU*, FSCJ, GCSC, NWFS, FESC, PSC, SCFMS, SFC	<b>Program Length:</b>	120 Cr. Hrs.
	PBSC, SPC		121
	SJRSC		123
	FGCU*, FIU*, FSU*		124
	FGC, MDC		125
	IRSC		128

Changed CIP 5/26/2010 from 51.1601 to 51.3801  
REVISED 10/24/12

**LOWER LEVEL COURSES**

	Cr. Hrs.
BSCX085C	4
Or- BSCX085/X085L	4
Or- BSCX093C	4
Or- BSCX093/X093L	4
& BSCX086C	4
Or- BSCX086/X086L	4
Or- BSCX094C	4
Or- BSCX094/X094L	4
& Select from the following:	
Or- CHMXXXX (1)	3
Or- BSCXXXX (1)	3
Or- BCHXXXX (1)	3
Or- PCBXXXX (1)	3
Or- PHYXXXX (1)	3
& DEP004 (1)	3
Or- DEP054 (1)	3
Or- DEP000 (1)	3
Or- DEP414 (1)	3
& HUNX201 (1)	3
Or- NURX192 (1)	3
& MCBX010C	4
Or- MCBX010/X010L	4
Or- MCBX013C	4
Or- MCBX013/X013L	4
Or- MCBX000/X000L	4
Or- MCBX004/X004L	4
& PSYXXXX (1)	3
Or- SOPXXXX (1)	3
Or- SYGXXXX (1)	3
& STAX014	3
Or- STAX023	3
Or- STAX122	3
Or- STAX022	3

(Please see notes in the following page)

Florida Center for Advising and Academic Support - Common Prerequisites 2013 - 2014

(Continues from previous page)

FOR ALL MAJORS: Students are strongly encouraged to select required lower division electives that will enhance their general education coursework and that will support their intended baccalaureate degree program. Students should consult with an academic advisor in their major degree area.

- (1) Not required for SPC BSN program; Passing score on NCLEX exam demonstrates competency in the content area. NOTE: Graduation from an A.S. program and active RN licensure is required for admission.  
Notice to A.S. to B.S.N. Nursing Students: Some colleges and universities may require all general education courses, including the above common prerequisites, to be completed BEFORE application. Some may require all general education courses completed by the time a certain number of nursing courses are completed (before any 4000 level courses are attempted or before the final nursing course) or graduation. See the individual institution for details.  
Note: Student enrollment in the SJRSC program is planned to begin in fall 2013.  
\* Limited Access.

**Table 9: BSN Course Work**

<b>CPM Common Prerequisites</b>		
BSC1085C	Human Anatomy and Physiology I (GE)	4 cr.
BSC1086C	Human Anatomy and Physiology II (GE)	4 cr.
CHM1020	Introductory Chemistry (GE)	3 cr.
PSY2012	General Psychology (GE)	3 cr.
DEP1004	Human Development (GE)	3 cr.
MCB2010C	Microbiology (GE)	4 cr.
NUR1192	Principles of Nutrition and Diet Therapy (Nursing)	3 cr.
STA2023	Elementary Statistics (GE)	3 cr.
<b>Additional General Education Courses</b>		
MAC1105	College Algebra (GE)	3 cr.
ENC1101	Freshman English I (GE)	3 cr.
ENC1102	Freshman English II (GE)	3 cr.
HUMXXXX	Humanities courses X 2 (GE)	6 cr.
SPC2608	Fundamentals of Speech Communication (GE)	3 cr.
<b>Nursing (Lower Division)</b>		
	Nursing (Generic RN) *Students who attend institutions where nutrition course work is integrated across the AS nursing curriculum are considered to have met the nutrition credit requirement	42 cr
<b>Upper Division Courses</b>		
NUR3080	Dimensions of Baccalaureate Nursing Practice	3 cr.
NUR3065C	Health Assessment, Wellness and Prevention	3 cr.
NUR3125	Pathophysiology for Nursing Practice	3 cr.
NUR3145	Pharmacology for Nursing Practice	3 cr.
NUR3289	Foundations of Gerontology	3 cr.
NUR3169	Inquiry and Evidence in Nursing Practice	3 cr.
NUR4828	Foundations of Nursing Healthcare Leadership and Management	3 cr.
NUR4636C	Community Health Nursing	3 cr.
NUR4945C	Nursing Capstone	3 cr.
NURXXXX	Nursing Electives (see below)	6 cr.
<b>Nursing Elective Options</b>		
MAN3301	Human Resource Management	3 cr.
MAN3240	Organizational Behavior	3 cr.
NUR4257C	Introduction to Critical Care Nursing	3 cr.
NUR4275C	Adult Critical Care	3 cr.
NUR3895	Teaching and Learning for the Healthcare Professional	3 cr.
NUR4178	Complementary and Alternative Therapies in Healthcare	3 cr.

**Table 10: BSN Upper-Division Course Work**

<b>YEAR THREE</b>		
<b>Fall Term</b>		
NUR3080	Dimensions of Baccalaureate Nursing Practice	3 cr.
NUR3065C	Health Assessment, Wellness, and Prevention	3 cr.
	General Education Course (Statistics)	3 cr.
	General Education Course (Chemistry)	3 cr.
<b>TOTAL credits this section</b>		<b>12 cr.</b>
<b>Spring Term</b>		
NUR3125	Pathophysiology for Nursing Practice	3 cr.
NUR3145	Pharmacology for Nursing Practice	3 cr.
NUR3289	Foundations of Gerontology	3 cr.
NUR3169	Inquiry and Evidence in Nursing Practice	3 cr.
<b>TOTAL credits this section</b>		<b>12 cr.</b>
<b>YEAR FOUR</b>		
<b>Fall Term</b>		
NUR4828	Foundations of Nursing Healthcare Leadership and Management	3 cr.
NUR4636C	Community Health Nursing	3 cr.
	General Education Course	3 cr.
	Nursing Elective	3 cr.
<b>TOTAL credits this section</b>		<b>12 cr.</b>
<b>Spring Term</b>		
NUR4945C	Nursing Capstone	3 cr.
	Nursing Elective	3 cr.
	General Education Course	3 cr.
	General Education Course	3 cr.
<b>TOTAL credits this section</b>		<b>12 cr.</b>

Appendix H.6, p. 111, provides a listing of the upper-division course descriptions.

**I. ENROLLMENT, PERFORMANCE AND BUDGET PLAN**

*Narrative*

Estimated revenues and expenditures for the first four years of the BSN program are provided in the attached *Enrollment, Performance and Budget Plan* form (Appendix I.1, p. 115). Also included are budgeted expenditures for the 2013-14 fiscal year (the fiscal year immediately preceding the planned implementation year).

The 2013-14 fiscal year budgeted costs include administrative, faculty, and staff time to develop the curriculum and to implement the new degree program scheduled to begin Fall Term 2014.

This year's budget also includes funds for office information technology, accreditation application, start-up office and classroom supplies, and initial library material acquisitions.

Based on high levels of student and employer interest, SFSC is projecting the BSN enrollment to be 30 for the first year (2014-15) and continued annual enrollments of 60 (30 new students annually). Students may enroll full-time or part-time and there will be no enrollment cap. Seventy-five percent of program students are expected to attend full-time, resulting in as many as 120 BSN degree awards during the first four years. Placement in-field is also expected to be high (at or very near 100%), due to the number of students who are currently employed but need this degree to be more effective in their current positions and the local demand for baccalaureate-prepared allied health professionals. Projected salaries for program graduates (\$62,500 annually) are much higher than most starting salaries for degreed professionals in SFSC's region which will ensure sustainability of the program (Appendix I.1, p. 115, for projected annual completions, placements, and starting salaries).

Initially, one full-time faculty will be hired on an 11-month renewable contract. Current full-time nursing faculty will be assigned to teach sections as needed and part-time instructors will be hired to provide added coverage. If enrollment continues as projected, qualified full- and part-time faculty will be assigned to teach additional coursework. Library resources will be expanded to meet the needs of the BSN students and will continue to be supplemented annually to ensure currency. Funds for necessary office furniture and technology have been budgeted, as has the costs associated with program accreditation.

As stated earlier, facilities space is readily available on the Highlands campus and throughout the district. Classrooms are fitted with smart technology and quality furnishings. Administrative and student services support will be provided through the department and as integrated throughout all student and academic support service functions currently in place for degree-seeking students (Appendix I.1, p. 115, for annual allocations).

It is projected that minimal additional equipment will be needed to support the new BSN program. Simulation upgrades, additional physical exam equipment, and software modes for administration, advanced clinical practice, and community health will be required with an estimated cost of \$20,000 annually beginning in the second year of program implementation.

### ***Enrollment, Performance and Budget Plan***

The table in Appendix I.1, p. 115, presents the enrollment, performance, and budget projections for the proposed BSN degree.

### ***Funding Source***

As with any new program for which there has been demonstrated community need but no targeted funding source, SFSC will provide the implementation funding needed through the annual budget development process. In addition to operational funds appropriated by the Florida Legislature, local revenue is produced through tuition and fees and other income sources (e.g., rental income, ancillary program revenue, interest earnings). The attached *Enrollment*,

*Performance and Budget Plan* (Appendix I.1, p. 115) illustrates that the BSN program needs no startup funds from the Florida Legislature. Legislative funding for enrollment growth from the BSN FTE will help support administrative overhead and will provide program enhancements, but tuition and fees will provide funding for core services with support from other local sources of revenue as needed.

Should the Florida Legislature provide no funds for BSN enrollments initially or in the future, SFSC will support the program's needs through tuition and fee revenue and other sources of funds (auxiliary services revenues, direct support organization fund raising, local business support, etc.). However, SFSC will likely be unable to fund program expansion without ongoing legislative funding support.

## **J. PLAN OF ACTION IF PROGRAM MUST BE TERMINATED**

As required by SACSCOC policy, in the event that it becomes necessary for SFSC to terminate the BSN program, the following procedures will be instituted:

- College administration will establish a timeline for the phase-out of the program, receive authorization by the District Board of Trustees, and notify SACSCOC six months prior to the initiation of the phase-out period.
- Enrolled students will be notified of the intent to terminate the program with a request to seek advisement on how to complete the existing program or transfer to another program of their choice.
- Program faculty and staff will be notified and transitioned to other positions, as available.
- No additional students will be accepted into the program.
- Required courses needed by students enrolled in the program will be offered during the phase-out timeframe.

The phase-out period will last up to three years so that all needed course work will be offered in sequence one last time. Student progress in these courses will be closely monitored to verify that they are fully aware of the program status and the student's option toward degree completion.

## K. SUPPLEMENTAL MATERIALS

**Table 11: Supplemental Materials: List of Appendices**

<b>Appendix Number</b>	<b>Appendix Title</b>
Appendix A.1	Strategic Plan 2009-2014 Excerpt
Appendix A.2	Strategic Plan 2013-2017 Excerpt
Appendix A.3	Strategic Plan 2014-2018 Excerpt
Appendix A.4	Student Survey Findings
Appendix A.5	Nursing Student Focus Group
Appendix A.6	Community Support Letters
Appendix A.7	SFSC Advisory Committee Members
Appendix A.8	Curriculum Minutes, Advisory Input
Appendix A.9	Employer Needs Assessment
Appendix A.10	Hospital Administrator Support
Appendix A.11	Alumni Survey
Appendix A.12	Currently Employed RN Focus Group
Appendix A.13	Support from Institutions
Appendix C.1	Florida Department of Economic Opportunity's Labor Market Statistics Center
Appendix C.2	Florida Jobs by Occupation for Region 19
Appendix C.3	Florida Center for Nursing
Appendix C.4	2013-2014 Regional Targeted Occupations List
Appendix C.5	BSN Recent Graduates
Appendix F.1	Faculty Roster
Appendix H.1	SACSCOC Reaffirmation, Level I
Appendix H.2	SACSCOC Applying for Level Change
Appendix H.3	SACSCOC Approval of Substantive Change
Appendix H.4	SACSCOC Continuing Accreditation, Level II
Appendix H.5	Limited Access
Appendix H.6	BSN Master Course Descriptions
Appendix I.1	Enrollment, Performance and Budget Plan

INTEGRITY SERVICE COMMUNITY LEARNING



EXCELLENCE ACCOUNTABILITY RESPONSIBILITY



# Strategic Plan 2009-2014

Revised July 21, 2010

**Outcome 3. Offer more bachelor's degree opportunities****Key Indicators:**

- a. Expand 2+2 partnerships with other colleges and universities
  - 1) Identify the bachelor's program(s) and courses most needed
  - 2) Establish 2+2 partnerships that meet identified needs
  - 3) Increase awareness of 2+2 transfer scholarship opportunities and requirements to prospective and incoming students
- b. Expand the use of the SFCC University Center for college and university partnerships
  - 1) Increase the presence of advisors from various universities in the SFCC University Center
  - 2) Provide annual mass mailings targeting local businesses and agencies
  - 3) Market bachelor's degrees to high school students, SFCC graduates and community members
  - 4) Increase the number of bachelor's and master's degrees available through the SFCC University Center
- c. Explore the possibilities of SFCC becoming a baccalaureate degree granting institution
  - 1) Assess the college service district for interest and need of four-year programs that could be successfully offered by SFCC
  - 2) If need exists, develop a proposed plan, timeline, and budget
  - 3) Present recommendation(s) to the Board of Trustees

**Outcome 4. Increase course offerings with a science, technology, engineering and mathematics (STEM) focus in the A.A. track****Key Indicators:**

- a. Explore 2+2 partnerships in STEM related programs
- b. Review curriculum in STEM courses for alignment with State University System (SUS) STEM programs
- c. Build STEM degree support courses to be offered to SFCC students
  - 1) Technical Writing
  - 2) Pre-engineering
  - 3) Summer STEM related internships



**Goal C. Increase awareness of the college through expanded marketing of college programs and services****Outcome 1. Expand the use of online marketing****Key Indicators:**

- a. Increase college information available to students online
- b. Use social networking opportunities to reach potential students
- c. Incorporate student and faculty blogs on the college website
- d. Increase online marketing efforts to non-traditional students
- e. Develop mobile website to attract prospective students

**Outcome 2. Promote workforce development****Key Indicators:**

- a. Integrate Panther Den (D2L) as a resource for workforce training programs
- b. Develop and market the college's new bioenergy and fire science program via print, electronic media, and recruitment activities
- c. Provide additional online corporate training opportunities

**Outcome 3. Promote bachelor's and advanced degree options****Key Indicators:**

- a. Provide regular university partnership information sessions
- b. Regularly publicize advanced degrees available at the University Center
- c. Increase number of students using SFSC Honors Program as a vehicle for transfer into rigorous university majors, including STEM majors
- d. Conduct a comprehensive needs assessment in the college's service area to evaluate the viability of offering a bachelor of science in nursing and bachelor of science in elementary education

**Outcome 4. Promote alumni association****Key Indicators:**

- a. Highlight alumni as guest speakers/participants during graduation and other campus events
- b. Focus on expanding Alumni Association membership and participation
- c. Maintain communication with alumni via email and social media
- d. Develop comprehensive mailing/contact lists from Banner, graduate exit interviews, and other sources
- e. Encourage alumni involvement in philanthropic initiatives to support the College, its programs and students

# STRATEGIC PLAN

January 2014 - December 2018



## **Goal C. Increase awareness of the college through expanded marketing of college programs and services**

### **Outcome 1. Expand the use of online marketing**

#### **Key Indicators:**

- a. Increase college information available to students online
- b. Research and implement a customized program online inquiry packet
- b. Use social networking opportunities to reach potential students
- c.
- d. Increase online marketing efforts to non-traditional students
- e. Develop mobile website to attract potential students

### **Outcome 2. Promote workforce development**

#### **Key Indicators:**

- a. Integrate Panther Den (D2L) as a resource for workforce training programs
- b. Develop and market the college's new bioenergy, cybersecurity, logistics, and fire science program via print, electronic media, and recruitment activities
- c. Provide additional online corporate training opportunities

### **Outcome 3. Promote bachelor's and advanced degree options**

#### **Key Indicators:**

- a. Publicize advanced degrees available at the University Center or college website
- c. Increase number of students using SFSC Honors Program as a vehicle for transfer into rigorous university majors, including STEM majors
- d. Implement a bachelor of science in nursing and bachelor of science in elementary education by Fall 2014
- e. Partner with a university to initiate a masters level business degree

### **Outcome 4. Promote alumni association**

#### **Key Indicators:**

- a. Highlight alumni as guest speakers/participants during graduation and other campus events
- b. Expand Alumni Association membership and participation
- c. Maintain communication with alumni via email and social media
- d. Develop comprehensive mailing/contact lists from Banner, graduate exit interviews, and other sources
- e. Encourage alumni involvement in philanthropic initiatives to support the college, its programs and students
- f. Highlight alumni who make a difference in our community and serve as role models

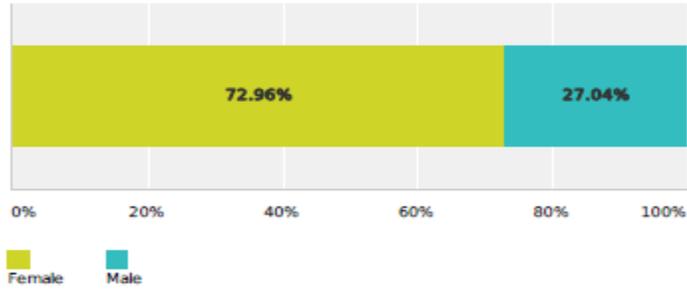
### **Outcome 5. Implement Marketing Plan recommendations**

#### **Key Indicators**

- a. Conduct the college's 50<sup>th</sup> Anniversary Celebration
- b. Build foundation endowment
- c. Create college vision statement
- d. Address Marketing Task Force recommendations

### Q1 What is your gender?

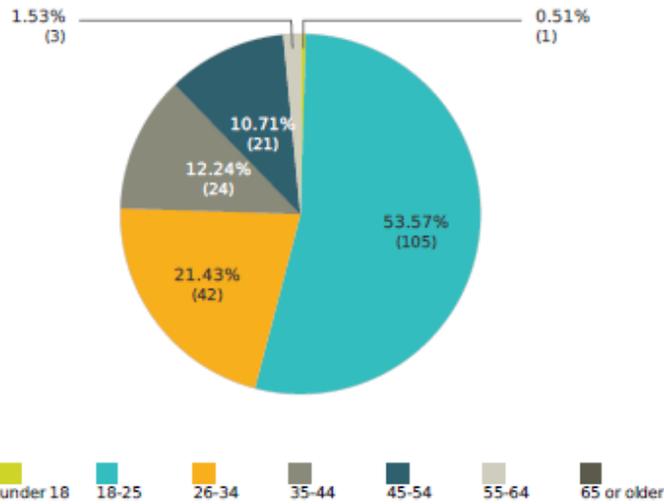
Answered: 196 Skipped: 0



Answer Choices	Responses	
Female	72.96%	143
Male	27.04%	53
Total		196

### Q2 What is your age? Select your age category below.

Answered: 196 Skipped: 0



Answer Choices	Responses	
under 18	0.51%	1
18-25	53.57%	105
26-34	21.43%	42
35-44	12.24%	24
45-54	10.71%	21
55-64	1.53%	3
65 or older	0%	0
Total		196

Student Survey Findings

### Q3 What is your ethnicity?

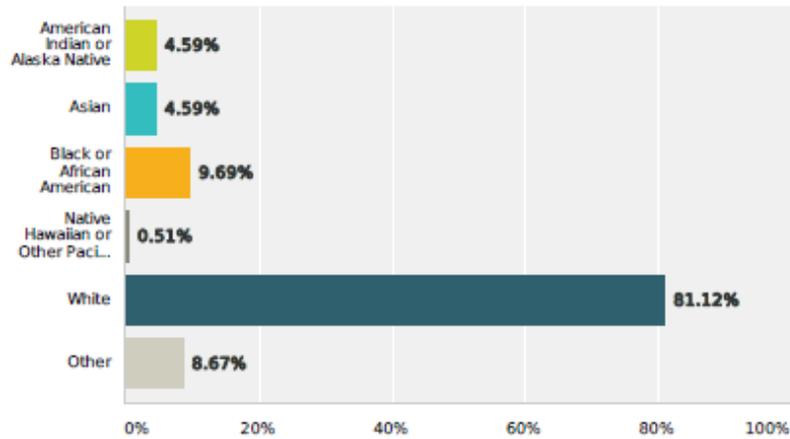
Answered: 196 Skipped: 0



Answer Choices	Responses
Hispanic or Latino	28.06% 55
Not-Hispanic or Latino	71.94% 141
Total	196

### Q4 What is your race? Please choose one or more.

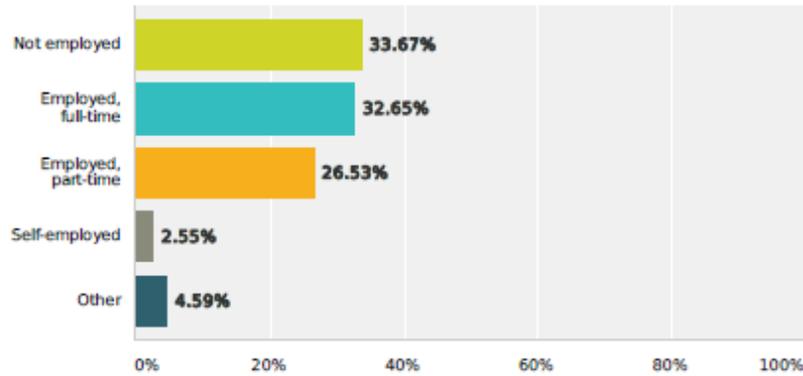
Answered: 196 Skipped: 0



Answer Choices	Responses
American Indian or Alaska Native	4.59% 9
Asian	4.59% 9
Black or African American	9.69% 19
Native Hawaiian or Other Pacific Islander	0.51% 1
White	81.12% 159
Other	8.67% 17
Total Respondents: 196	

### Q5 Which of the following categories best describes your employment status?

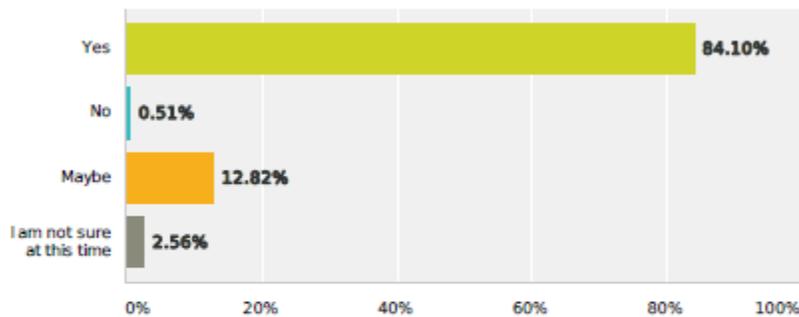
Answered: 196 Skipped: 0



Answer Choices	Responses	Count
Not employed	33.67%	66
Employed, full-time	32.65%	64
Employed, part-time	26.53%	52
Self-employed	2.55%	5
Other	4.59%	9
Total		196

### Q6 Are you planning to pursue a four year degree (i.e., bachelor's degree) sometime in the future?

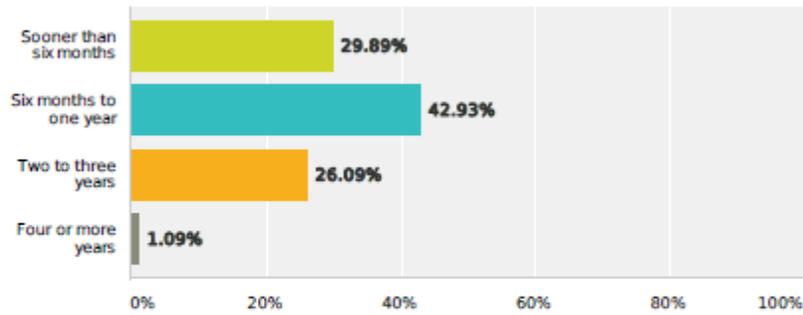
Answered: 195 Skipped: 1



Answer Choices	Responses	Count
Yes	84.10%	164
No	0.51%	1
Maybe	12.82%	25
I am not sure at this time	2.56%	5
Total		195

**Q7 How soon would you want to or be able to enroll in a bachelor's degree program (at any institution, SFSC or elsewhere)?**

Answered: 184 Skipped: 12

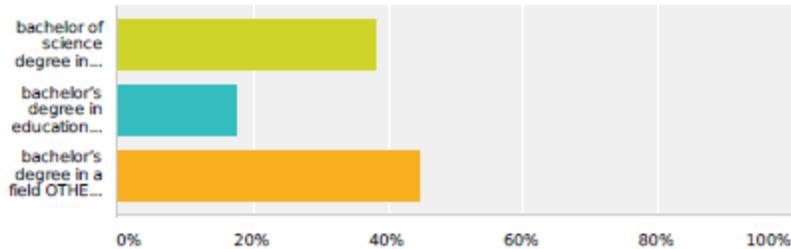


Answer Choices	Responses
<b>Sooner than six months</b>	29.89% 55
<b>Six months to one year</b>	42.93% 79
<b>Two to three years</b>	26.09% 48
<b>Four or more years</b>	1.09% 2
Total	184

Student Survey Findings

**Q8 I am interested in pursuing the following bachelor's degree at SFSC or elsewhere:**

Answered: 184 Skipped: 12



Answer Choices	Responses	Count
<b>bachelor of science degree in nursing</b>	<b>38.04%</b>	70
<b>bachelor's degree in education (any field, focus, or discipline)</b>	<b>17.39%</b>	32
bachelor's degree in a field OTHER than education or nursing. (PLEASE SPECIFY)	<b>44.57%</b>	82
<b>Total</b>		<b>184</b>

#	bachelor's degree in a field OTHER than education or nursing. (PLEASE SPECIFY)	Date
1	Bachelor of Fine Arts	4/9/2013 11:37 PM
2	aert, education	4/9/2013 9:34 PM
3	Computer Science	4/9/2013 9:30 PM
4	Psychology	4/9/2013 8:59 PM
5	elementary ed	4/9/2013 8:51 PM
6	Biology	4/9/2013 6:39 PM
7	Computer Science	4/9/2013 6:30 PM
8	Criminal Justice	4/9/2013 6:22 PM
9	health science radiology	4/9/2013 4:41 PM
10	Bachelor's degree in business	4/9/2013 2:33 PM
11	Computer information systems	4/9/2013 1:59 PM
12	Psychology	4/9/2013 11:32 AM
13	Psychology	4/9/2013 10:56 AM
14	biology	4/9/2013 10:05 AM
15	Computers	4/9/2013 9:46 AM
16	bachelor of science not in nursing	4/9/2013 8:06 AM
17	Biology	4/9/2013 5:45 AM
18	Occupational Therapy	4/8/2013 9:55 PM
19	Fine Arts	4/8/2013 8:18 PM

## Student Survey Findings

ID	Bachelor's Degree in a field OTHER than education or nursing. (PLEASE SPECIFY)	Date
20		4/8/2013 7:22 PM
21	Telecommunications	4/8/2013 5:00 PM
22	Psychology	4/8/2013 4:38 PM
23	engineering	4/8/2013 2:53 PM
24	Psychology	4/8/2013 2:26 PM
25	radiology	4/8/2013 2:24 PM
26	zoology	4/8/2013 1:58 PM
27	Computer Science	4/8/2013 1:39 PM
28	criminology	4/8/2013 1:29 PM
29	business administration	4/8/2013 12:38 PM
30	BASM or Human Resources/ Org Leadership	4/8/2013 12:36 PM
31	PSYCOLOGY	4/8/2013 12:13 PM
32	ASL and Deaf Studies	4/8/2013 11:14 AM
33	Psychology	4/8/2013 10:01 AM
34	IT or Computer engineering/software	4/8/2013 8:49 AM
35	Computer Science	4/7/2013 10:54 PM
36	Accounting	4/7/2013 9:13 PM
37	Business Administration	4/7/2013 5:09 AM
38	Business Administration	4/6/2013 10:15 AM
39	psychology	4/4/2013 9:27 PM
40	Humanities or Photography	4/4/2013 6:24 PM
41	Criminal Justice	4/4/2013 2:57 PM
42	Computer Science	4/4/2013 1:27 PM
43	Both	4/4/2013 1:01 PM
44	bachelor in veterinary	4/4/2013 11:53 AM
45	engenering	4/4/2013 10:23 AM
46	Biological Sciences	4/4/2013 9:34 AM
47	Nutrition	4/3/2013 9:39 PM
48	Computer Engineering	4/3/2013 3:43 PM
49	Social Work	4/3/2013 3:34 PM
50	Computer Science	4/3/2013 1:48 PM
51	Social Worker	4/3/2013 12:09 PM
52	dietetics and nutrition	4/3/2013 11:47 AM
53	Dietatics Nutrition	4/3/2013 10:46 AM
54	Therapy	4/3/2013 10:18 AM
55	Engineering	4/3/2013 9:57 AM
56	Radiography	4/3/2013 9:43 AM
57	Not sure yet.	4/3/2013 9:08 AM
58	Electronics	4/3/2013 8:45 AM

Student Survey Findings

39	Bachelor's degree in a field OTHER than education or nursing. (PLEASE SPECIFY)	4/2/2013 8:40 AM
60	Undecided	4/3/2013 7:24 AM
61	Business	4/3/2013 1:53 AM
62	Pre-Med	4/2/2013 11:41 PM
63	Biology/Pre-Medicine	4/2/2013 10:17 PM
64	Doctorate in Emergency Med.	4/2/2013 9:39 PM
65	Criminal Justice	4/2/2013 9:28 PM
66	Healthcare Maangement	4/2/2013 9:01 PM
67	Sciences.....Citrus	4/2/2013 8:57 PM
68	Social Sciences	4/2/2013 8:23 PM
69	Petroleum/ Energy Engineering	4/2/2013 7:57 PM
70	BS in Biology	4/2/2013 7:22 PM
71	business administration	4/2/2013 6:50 PM
72	Biology/Aquaculture	4/2/2013 6:25 PM
73	computer engineering	4/2/2013 6:08 PM
74	business administration	4/2/2013 5:47 PM
75	Accounting	4/2/2013 4:57 PM
76	Animal Science	4/2/2013 4:20 PM
77	Not sure	4/2/2013 4:19 PM
78	Game Design OR Education	4/2/2013 3:55 PM
79	Psychology	4/2/2013 3:43 PM
80	Business Administration	4/2/2013 3:36 PM
81	Education and Radiography	4/2/2013 3:32 PM
82	Business or Accounting	4/2/2013 3:29 PM

**Q16 Are you CURRENTLY a registered nurse (RN)?**

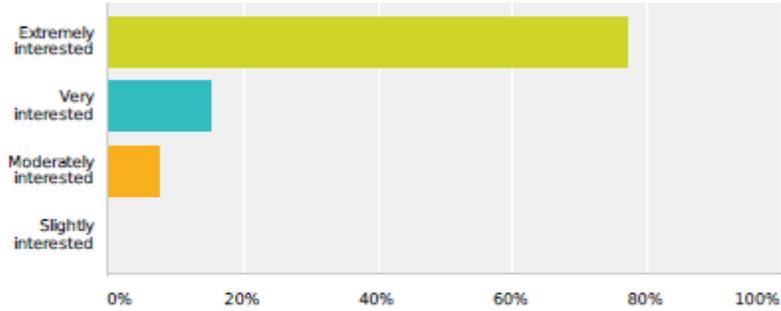
Answered: 69 Skipped: 127



Answer Choices	Responses
<b>Yes</b>	<b>0%</b> 0
<b>No</b>	<b>53.62%</b> 37
<b>I am presently completing an associate degree level nursing program</b>	<b>46.38%</b> 32
Total	69

**Q19 What is your level of interest in a program which would allow you to earn a bachelor of science degree in nursing (BSN)?**

Answered: 66 Skipped: 130

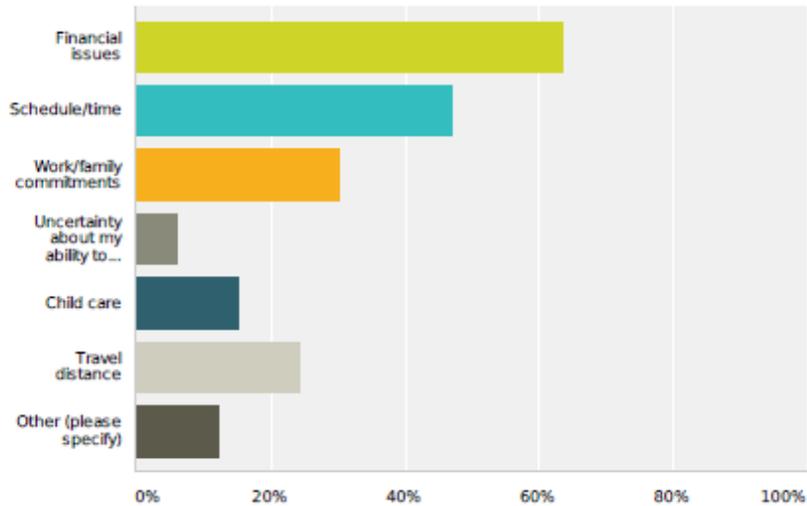


Answer Choices	Responses
<b>Extremely Interested</b>	<b>77.27%</b> 51
<b>Very interested</b>	<b>15.15%</b> 10
<b>Moderately Interested</b>	<b>7.58%</b> 5
<b>Slightly Interested</b>	<b>0%</b> 0
Total	66

Student Survey Findings

**Q20 Which of the following might be barriers which would impact your decision to enroll in a BSN program at this time? (CHOOSE ALL THAT APPLY)**

Answered: 66 Skipped: 130



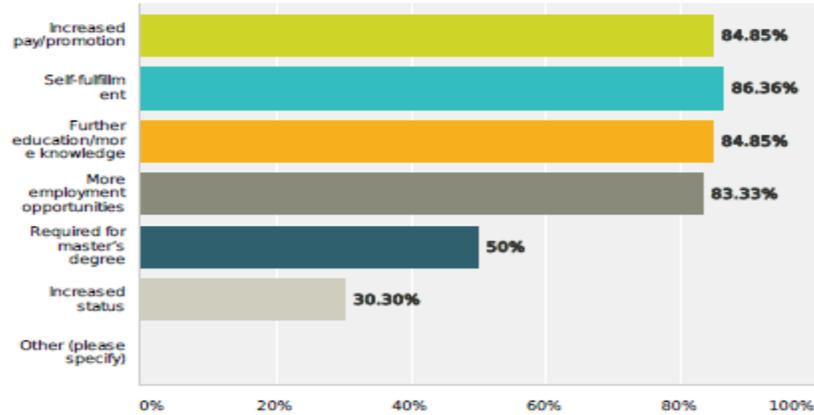
Answer Choices	Responses
<b>Financial Issues</b>	<b>63.64%</b> 42
<b>Schedule/time</b>	<b>46.97%</b> 31
<b>Work/family commitments</b>	<b>30.30%</b> 20
<b>Uncertainty about my ability to succeed in the program</b>	<b>6.06%</b> 4
<b>Child care</b>	<b>15.15%</b> 10
<b>Travel distance</b>	<b>24.24%</b> 16
<b>Other (please specify)</b>	<b>12.12%</b> 8
Total Respondents: 66	

#	Other (please specify)	Date
1	No barriers	4/8/2013 3:44 PM
2	If I didn't get excepted into the nursing program	4/8/2013 2:47 PM
3	none	4/4/2013 9:15 AM
4	My only barrier at this time is: I have to complete my Associates in Nursing. However, I'm currently working on my prerequisites at this time as a full-time student at SFSC.	4/3/2013 6:57 PM
5	online or in class	4/3/2013 2:01 PM
6	I have not completed my AS	4/2/2013 11:23 PM
7	Still working on completing the associate level nursing, RN.	4/2/2013 10:10 PM
8	I am working on getting in the RN program right now and want a BSN after i am done	4/2/2013 5:30 PM

Student Survey Findings

**Q21 What direct benefits would obtaining a BSN degree have for you? (CHOOSE ALL THAT APPLY)**

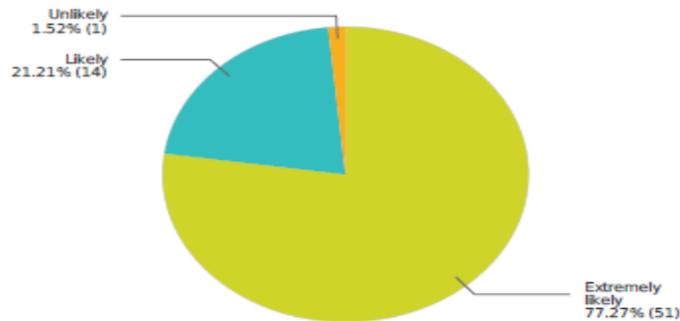
Answered: 66 Skipped: 130



Answer Choices	Responses
Increased pay/promotion	84.85% 56
Self-fulfillment	86.36% 57
Further education/more knowledge	84.85% 56
More employment opportunities	83.33% 55
Required for master's degree	50% 33
Increased status	30.30% 20
Other (please specify)	0% 0
Total Respondents: 66	

**Q22 What is the likelihood that you would pursue a BSN degree if offered by SFSC?**

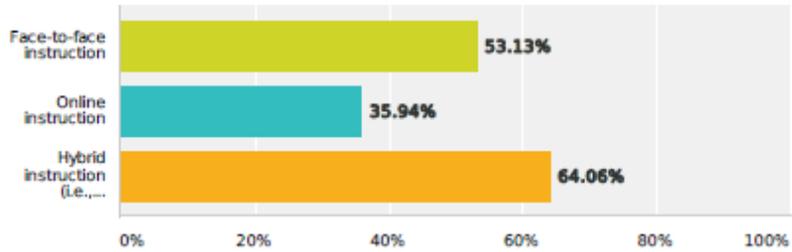
Answered: 66 Skipped: 130



Answer Choices	Responses
Extremely likely	77.27% 51
Likely	21.21% 14
Unlikely	1.52% 1
Extremely unlikely	0% 0
Total	66

**Q23 If you were to attend SFSC for a BSN degree, which of the following instructional approaches best fits your needs/interest? (CHOOSE ALL THAT APPLY)**

Answered: 64 Skipped: 132

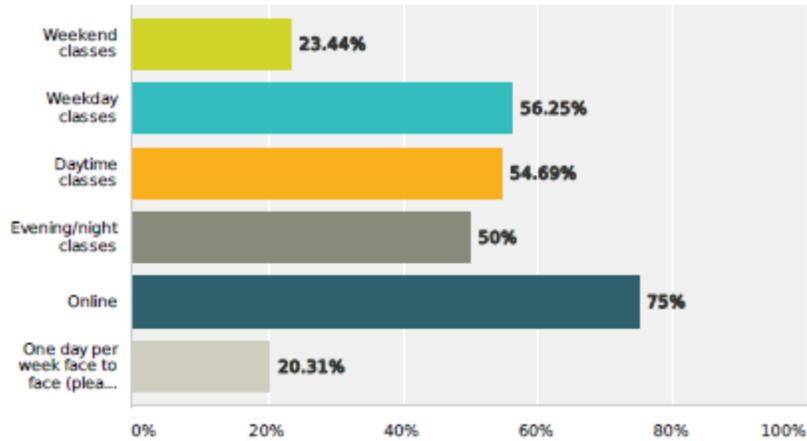


Answer Choices	Responses	Count
<b>Face-to-face Instruction</b>	<b>53.13%</b>	34
<b>Online instruction</b>	<b>35.94%</b>	23
<b>Hybrid Instruction (i.e., mixture of face-to-face and online instruction)</b>	<b>64.06%</b>	41
Total Respondents: 64		

Student Survey Findings

**Q24 If you were to attend SFSC for a BSN degree, what type of schedule would allow you to participate? (CHOOSE ALL THAT APPLY)**

Answered: 64 Skipped: 132



Answer Choices	Responses	Count
<b>Weekend classes</b>	<b>23.44%</b>	15
<b>Weekday classes</b>	<b>56.25%</b>	36
<b>Daytime classes</b>	<b>54.69%</b>	35
<b>Evening/night classes</b>	<b>50%</b>	32
<b>Online</b>	<b>75%</b>	48
One day per week face to face (please specify your preferred day)	<b>20.31%</b>	13
Total Respondents: 64		

#	One day per week face to face (please specify your preferred day)	Date
1	Tuesday or Wednesday	4/9/2013 7:26 PM
2	Monday, Tuesday, Wednesday, Thursday.	4/9/2013 3:55 PM
3	wednesday	4/8/2013 1:41 PM
4	Monday	4/4/2013 12:28 PM
5	monday	4/4/2013 9:54 AM
6	Wednesday	4/3/2013 10:15 PM
7	Monday	4/3/2013 5:05 PM
8	depends on work schedule once become an RN and get a job	4/3/2013 2:02 PM
9	Monday	4/3/2013 10:43 AM
10	wednesday	4/3/2013 8:37 AM
11	Teusday	4/2/2013 11:24 PM

12	One day per week face to face (please specify your preferred day)	4/2/2013 7:05 PM
13	TUESDAY OR WEDNESDAY	4/2/2013 5:42 PM

## Student Survey Findings

**Q25 Please provide any comments you might have regarding the proposed bachelor's degrees in education and nursing, your educational/career goals, future programs you would like to see offered by SFSC, and/or this survey.**

Answered: 64 Skipped: 132

#	Responses	Date
1	I would love to see a 4 year program for Fine Art	4/9/2013 9:35 PM
2	I feel very proud for our college, because it is expanding.	4/9/2013 6:41 PM
3	this survey was good enough to sum up it all.	4/9/2013 4:42 PM
4	I would like to teach History !!	4/9/2013 1:04 PM
5	It was quick, easy, and got right to the point.	4/9/2013 10:56 AM
6	I am hoping and praying that this come thorough.	4/9/2013 10:15 AM
7	N/A	4/9/2013 9:23 AM
8	radiography	4/9/2013 8:06 AM
9	I would like to see an Occupational Therapist Assistant Program offered	4/8/2013 9:55 PM
10	I wish SFSC will inaugurate and establish one of the best nursing course.	4/8/2013 9:44 PM
11	I am ready to apply for BSN in nursing at a university. Ive completed my LPN certificate and AS Nursing degree here at SFSC and would love to continue for my bachelor's degree because Im familiar with the college, instructors, etc.	4/8/2013 8:15 PM
12	I'm looking forward to being able to continue my education at SFSC.	4/8/2013 7:47 PM
13	I would love to attend a bachelor's in education program at SFSC if it were available in the fall of 2013	4/8/2013 5:45 PM
14	I think that these two proposed bachelor's degrees are great to implement into SFSC's curriculum because they are always needed.	4/8/2013 2:32 PM
15	it would help local students	4/8/2013 2:25 PM
16	i would like to see some of the classes offered at the hardee campus	4/8/2013 1:42 PM
17	High Tech Vocational Programs	4/8/2013 1:40 PM
18	Psychology department; I want to be a counselor in the educational system to help with the children. Just as much as education is needed so are counselors to facilitate the teachers with the students.	4/8/2013 10:04 AM
19	I believe education and nursing are great as bachelor degrees but SFSC should also offer computer science.	4/7/2013 10:55 PM
20	None	4/7/2013 8:26 PM
21	i would bde very interested in the bachelors degree in nursing and hope that it could be at the DeSoto campus so i would be able to attend	4/7/2013 6:20 PM
22	I THINK IT WOULD BE A GREAT ASSET TO OUR COUNTY THEN PEOPLE WOULD NOT HAVE TO TRAVEL SO FAR TO GET AN EDUCATION.	4/5/2013 2:25 PM
23	Please keep it going even after an unsuccessful year or two.	4/5/2013 10:29 AM
24	I hope this program can be started at SFSC. I'm very interested in taking it.	4/4/2013 9:27 PM

## Student Survey Findings

#	Responses	Date
25	I think BSM and Nursing is not enough for the bachelor's degree program in SFSC. We need more majors for this college. For instance, at least have some Humanities, Photography. Or simply look at the other college's website so that you guys will have an idea what to get next time. On the other hand, I really want Photography to be a bachelor's degree.	4/4/2013 6:26 PM
26	i think it will be an amazing opportunity if a BSN program will be offered by SFSC	4/4/2013 3:09 PM
27	It would save me from having to commute for my 4 years degree which would keep me from getting discouraged about pursuing my bachelors in education.	4/4/2013 2:18 PM
28	I love this college	4/4/2013 1:02 PM
29	It would be wonderful to attend a program close by and I am sure a lot of nurses in the area would take advantage of this opportunity. I hope it all works out, I've had a great experience at SFSC nursing program.	4/4/2013 12:29 PM
30	I think it is a good idea because it provide people who live here a way to seek higher education	4/4/2013 11:54 AM
31	It would be awesome if they could get the program soon, I would rather stay here than move to a bigger city to go to school for the same degree.	4/4/2013 10:46 AM
32	I will like to see that any student that is taking classes for an AA will be able to register for the bachelor degree in nursing without the RN.	4/4/2013 9:20 AM
33	Continued clinicals in facilities not only in Highlands County, but Polk also. This is very beneficial for me since I live in Polk County.	4/3/2013 10:17 PM
34	This will be great if offered, I work and have a family, and would love to stay local to pursue my education.	4/3/2013 7:40 PM
35	I believe the proposed bachelor's degree in education would be a huge benefit for many. As in my situation as a mother it is not an option for me to travel far away to attend school	4/3/2013 6:22 PM
36	Computer Engineering	4/3/2013 3:43 PM
37	I would love for SFSC to have a bachelor in education. I just changed my major and do not have the money to move away. It would be amazing to get the program.	4/3/2013 2:33 PM
38	would like to see it completed by january 2013 so I could participate in the program. Would like to start in january	4/3/2013 2:02 PM
39	This degree is not offered anywhere in this general vicinity. Many people are interested in pursuing a bachelor's degree in this field.	4/3/2013 1:51 PM
40	a variety of bachelor degrees would valuable	4/3/2013 12:15 PM
41	these are good programs to start out with but a bachelors in dietetics and nutrition should be proposed because there is a increasing demand in that particular field.	4/3/2013 11:48 AM
42	I will not only like to see a 2 year program in physical therapy, but I would also like to see a bachelor degree in Physical therapy. The closed place that provide at least a 2 year program has a 3 year waiting list. So to see a program offered in my community would be a blessing. Especially since the hospital in Wauchula, Sebring, and Lakeplacid have a physical therapy department.	4/3/2013 10:24 AM
43	I support SFSC having more Bachelor's degrees. I think it will help students to further their education, where otherwise they may not get to due to different reasons.	4/3/2013 7:28 AM
44	A Bachelor's program in Nursing would be EXCELLENT to have at SFSC for the local community.	4/2/2013 10:17 PM
45	Strange that I would receive this email today, I was just in to see advising this morning, inquiring about the BSN program. Good News!	4/2/2013 10:16 PM
46	I am currently pursuing my associate's in education. I would love to stay local for my bachelor's degree.	4/2/2013 9:38 PM
47	I was crushed when I heard that SFSC no longer did the Elementary Education program. Now I am very excited to hear that it is some hope. I would love to hear more if it does follow through. I want to start working towards my BA in the Fall of 2013.	4/2/2013 9:20 PM
48	I'd like to see medical coding certification	4/2/2013 9:02 PM
49	I am very excited for this new bachelor's program!! This is going to help me so much! Thank you!	4/2/2013 8:39 PM
50	I would love to see a bachelors program for Fine Arts	4/2/2013 8:30 PM

## Student Survey Findings

#	Responses	Date
51	I believe offering bachelor's degree in education at SFSC would be extremely beneficial to many current students! I am so excited to know that this could be offered soon at SFSC.	4/2/2013 8:13 PM
52	It is wonderful that SFSC is now offering more degrees. I think the new degrees will be a nice addition to the college offerings.	4/2/2013 7:59 PM
53	More fine arts	4/2/2013 7:23 PM
54	I would really like to see Elementary Education offered so I don't have to transfer to another college.	4/2/2013 7:05 PM
55	Future programs I would like to see offer by SFSC for a bachelor degree is for psychology	4/2/2013 6:52 PM
56	Living here in Highlands County works best for me personally because I can save money, get a good education, and live at home while pursuing my passion into Aquaculture/Biology. I would like to see this become a Bachelor degree offered at SFSC.	4/2/2013 6:26 PM
57	please offer a bachelor's degree in computer engineering	4/2/2013 6:09 PM
58	I WOULD LIKE SFSC TO OFFER A BSN	4/2/2013 5:43 PM
59	need night classes to fit my schedule	4/2/2013 4:50 PM
60	n/a	4/2/2013 4:19 PM
61	Bachelor's Degrees in Education and Nursing should absolutely be done. I myself, plan on continuing forward with advancing in design and education unless my writing takes off. In which case, I likely will still do college anyways. Game Design would be asking a lot I feel, but having classes more aimed at helping with that would be nice. I welcome any kind of bachelor's degree programs.	4/2/2013 3:59 PM
62	Business / Psychology / Pre-Law	4/2/2013 3:44 PM
63	I am unable to leave highlands county for school so in order to extend my education I had to choose one that SFSC offered. If it was offered, I would have liked to receive my bachelors degree in Counseling.	4/2/2013 3:41 PM
64	I love the idea of SFSC offering a Bachelor's Degree in Education!!!!!!	4/2/2013 3:33 PM

## Nursing Student Focus Group

BSN Student Focus Group Answers: Approximately 52 participants

**1. Out of 52 participants, 42 are planning to pursue a BSN degree.**

*Why it will be beneficial for their careers?*

- a. Pursue an advanced degree
- b. Employer requirement
- c. Increase the chance for employment
- d. Hospital career ladder

*When would you be willing to pursue a BSN?*

- a. 23 participants stated less than or about a year
- b. 21 participants states between 1-3 years
- c. 1 participant stated longer than 3 years

**2. Employment area:**

*Highlands:* 25 participants

*Hardee:* 2 participants

*Desoto:* 0 participants

Reason:

- a. Roots
- b. Family
- c. Outside Highlands, requires a BSN degree

*Outside:* 22 participants (21 stated don't care where).

Reason: Better location to advanced career goals.

*If pursuing a BSN (anywhere), will that affect greatly where you work?* A great number of participants answered "Yes". They will have to accommodate school into work.

**3. Attributes:**

- a. Experienced instructors(dynamics)
- b. Compassion (caring for the student's success)
- c. Cost of tuition
- d. Flexibility of the schedule
- e. Flexibility of transition from 2 year degree to the BSN program
- f. Pass grade of the program (a large number of participants agreed).

**Note:** At this point 19 participants left the focus group.

**4. Would you attend SFSC for the BSN degree?**

- a. 16 participants that were no longer at the focus group stated "yes" at their classroom, per Dr. Heston.
- b. 33 participants stated "yes".

## Nursing Student Focus Group

Reasons:

Good reputation, pass rates on licensing exams, knowledgeable instructors/institution, relationship with the instructors, confidence in SFSC, close proximity to home and jobs  
 One participant comment: I felt in-love with this institution, it is a place we know, we like, and we enjoy. I'm comfortable with the quality for our institution, and it will look good on my resume due to the school's reputation. We are comfortable and more confident because of the faculty.

**5. Barriers:**

- a. Scheduling

**6. Ideal schedule:**

- a. Online/1 day a week (16 participants)
- b. Mainly face-to-face (13 participants)
- c. Hybrid (23 participants)
- d. Weekday a.m. or p.m. (21 participants)
- e. Weekends if we had to (3 participants)

**Note:** *Several participants from the online choice repeated their vote for the hybrid choice; same was for weekday and face to face.*

**7. They want options.**

**Note:** 8 participants stated they were currently employed, but they will not stay with their current employer.

**Additional Comments:**

“So glad we are doing this program”

“You will be surprised about the response to this program”

“Many will come for the BSN”

One participant mentioned that if the BSN program will have prerequisites to fulfill, such as AA classes (Humanities, College Algebra, English, etc.) to please advise the students with plenty of notice. She mentioned would prefer to know prior to this summer as she will like to take those classes over the summer.



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August 23, 2013

Dr. Thomas C. Leitzel, President  
South Florida State College  
600 West College Drive  
Avon Park, Florida 33825

Dr. Leitzel:

Heartland Workforce, as the regional workforce development organization representing DeSoto, Hardee, and Highlands counties, is pleased to lend its support to South Florida State College's expansion of its' health occupation program offerings to include the Bachelor's Degree in Nursing (BSN). The ability to offer this degree locally will greatly enhance the workforce needs of the multitude of medical facilities located in this region. Employers are actively seeking the skills that baccalaureate prepared nurses bring to the workforce, citing enhanced critical thinking, problem-solving, leadership, and the ability to work in a variety of inpatient and outpatient settings as being very much in demand. Nurses possessing these skills cannot help but enhance the quality of care received at medical facilities throughout the region.

Throughout the years, our mutual interest in economic and workforce development has been paramount. Education is a critical component toward the development of a diverse, highly skilled workforce. We appreciate your vision, and applaud your efforts to offer our local residents the qualifications needed to meet the demands of our business community. Thank you for working with us to develop a pool of degreed citizens who possess the creative and analytical thinking skills required by high skill, high wage employers.

Your commitment to these initiatives is noteworthy. South Florida State College has proven to be an excellent and reliable resource for preparing our citizens to meet future employment needs. We look forward to our continued partnership and commend this new endeavor.

Sincerely,



Donna Doubleday  
Chief Executive Officer

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August 22, 2013

Dr. Thomas C. Leitzel  
President  
South Florida State College  
600 West College Drive  
Avon Park, Florida 33825

Dear Dr. Leitzel:

Throughout the years, our mutual interest in economic and workforce development has been paramount. We rely on the College's vision to offer our community the needed skills for career advancement and your commitment to these initiatives has been noteworthy. The role South Florida State College has assumed in preparing our employees for the future has been an excellent and reliable resource.

We at Florida Hospital Heartland Medical Center are pleased to lend our support to South Florida State College's expansion of offerings to include the Bachelor's Degree in Nursing (BSN). The BSN degree will provide our established nurses the opportunity to further their education and will give our new and veteran nurses the benefit of four years of in-depth study. As a result, this will enhance the quality of care we provide to our patients and will increase the pool of nurses qualified for positions with higher levels of responsibility.

Florida Hospital Heartland Medical Center looks forward to collaborating with SFSC in curriculum development, scholarship, serving as faculty, the recruitment of students, and marketing. We anticipate having as many as fifty (50) employees who will take advantage of this valuable opportunity within the next five years. We thank SFSC for the many years they have provided the area medical community with highly-trained RNs through its Associate Degree in Nursing. We now look forward to working with SFSC as it continues to grow through the advancement of this new endeavor.

Sincerely,

A handwritten signature in blue ink, appearing to read "Timothy W. Cook", is written over a horizontal line. Below the signature, the name "Timothy W. Cook" and the title "CEO" are printed in a black, sans-serif font.

Timothy W. Cook  
CEO

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August 23, 2013

Dr. Thomas C. Leitzel  
President  
South Florida State College  
600 West College Drive  
Avon Park, Florida 33825

Dear Dr. Leitzel:

On behalf of Highlands Regional Medical Center, I am pleased to lend our support to South Florida State College's expansion of offerings to include the bachelor's degree in nursing (BSN). As an institution that strives for continual growth and improvement, I believe this new degree at SFSC will provide our employees the opportunity to go further with their education and thus ultimately enhance the quality of care at Highlands Regional Medical Center. This degree will give new and veteran nurses a chance to benefit from four years of in-depth study and will increase the pool of applicants qualified for positions with high level of responsibility.

Highlands Regional Medical Center anticipates collaborating with SFSC in the following areas: tuition reimbursement for employees participating in the BSN program, scholarships for employees participating in the BSN program, mentoring or preceptor services by appropriate nursing staff, and clinical experiences as needed.

For many years SFSC has provided our area nurses through its associate's degree in nursing program. I look forward to assisting SFSC as it continues to grow through the development of this new endeavor.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Brian Hess', is written over a light blue horizontal line.

Brian Hess  
Chief Executive Officer

Administration Office  
PH 863.471.5800  
3600 South Highlands Avenue  
Sebring, Florida 33870-5416  
PH 863.385.6101  
FX 863.385.3489

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August 22, 2013

Dr. Thomas C. Leitzel  
President  
South Florida State College  
600 West College Drive  
Avon Park, Florida 33825

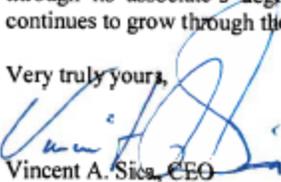
Dear Dr. Leitzel:

On behalf of DeSoto Memorial Hospital, I am pleased to lend our support to South Florida State College's expansion of offerings to include the bachelor's degree in nursing (BSN). As an institution that strives for continual growth and improvement, I believe this new degree at SFSC will provide our employees the opportunity to go further with their education and thus ultimately enhance the quality of care at DeSoto Memorial Hospital. This degree will give new and veteran nurses a chance to benefit from four years of in-depth study and will increase the pool of applicants qualified for positions with a high level of responsibility.

DeSoto Memorial Hospital anticipates collaborating with SFSC in the following areas: tuition reimbursement for employees participating in the BSN program, scholarships for employees participating in the BSN program, mentoring or preceptor services by appropriate nursing staff, and clinical experiences as needed.

There may be as many as 20 of our employees who will take advantage of this valuable opportunity within the next five years. For many years SFSC has provided our area nurses through its associate's degree in nursing program. I look forward to assisting SFSC as it continues to grow through the development of this new endeavor.

Very truly yours,



Vincent A. Sica, CEO

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Dr. Thomas C. Leitzel  
President  
South Florida State College  
600 West College Drive  
Avon Park, Florida 33825

Dear Dr. Leitzel:

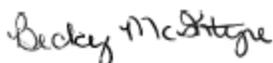
On behalf of Good Shepherd Hospice, I am pleased to lend our support to South Florida State College's expanding offerings to include the bachelor's degree in nursing (BSN). As an organization that strives for professional excellence through continual growth and personal improvement, I feel that this new degree at SFSC will provide our employees the opportunity to further their education and thus ultimately enhance the quality of care at Good Shepherd Hospice. This degree will also give new nurses a chance to benefit from four years of in-depth study and will increase the pool of applicants qualified for positions with a high level of responsibility to meet the healthcare needs of our aging society.

Good Shepherd Hospice anticipates collaborating with SFSC in the following areas:

- Tuition assistance for employees participating in the BSN program
- Mentoring or preceptor services by appropriate nursing staff
- Clinical experiences as needed

There may be as many as 10 to 15 of our employees who will take advantage of this valuable opportunity within the next five years. For many years, SFSC has provided our area medical facilities with highly-trained, registered nurses through its associate's degree in nursing (ADN). I look forward to assisting SFSC as it continues to grow through the development of this new endeavor.

Sincerely,



Becky McIntyre, RN, BA, CHPCA  
Chief Clinical Officer



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Dr. Thomas C. Leitzel  
President  
South Florida State College  
600 West College Drive  
Avon Park, Florida 33825

Dear Dr. Leitzel:

As the Administrator of the Florida Department of Health, Highlands County, I am pleased to write this letter of support for South Florida State College's proposed bachelor's degree in Nursing program (BSN). Throughout the years, our mutual interest in economic and workforce development has been paramount. We rely on the College's vision to offer our community the needed skills for career advancement and your commitment to these initiatives has been noteworthy. The role South Florida State College has assumed in preparing our employees for the future has been an excellent and reliable resource.

The Heartland population with its large percentage of elderly and low income residents creates additional demand for highly skilled nursing in a number of acute and critical care settings. Labor market reports project that our region will continue to need additional nurses each year to replace those who leave the profession and to care for growing number of patients in the health care system. Our organization is committed to supporting both the appropriate quantity and quality of health care in our region. The BSN program will give graduates the expanded clinical, theoretical thinking skills that promote enhanced levels of care.

We support the alignment of educational programs to meet local need, and to that end we wholeheartedly support South Florida State College's plan to establish this new baccalaureate program. For several years we have accepted SFSC's associate's degree nursing students for public health rotation, and we gladly support your efforts by serving as a partner.

Sincerely,

Mary Kay Burns, RN BSN MBA  
Administrator

**Florida Department of Health**  
**Highlands County Health Department**  
106 N. Main Avenue  
Lake Placid, Florida 33852  
PHONE: 863-386-6040  
FAX: 863-465-4944

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Ken LeBlanc  
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Kim Miller  
Happiness Farms

Michael Noel  
Thrivent Financial

Chuck Oakes  
Southern Lifestyle  
Assisted Living Facility

Barb Sheasley  
The Journal

Eileen May  
Executive Director

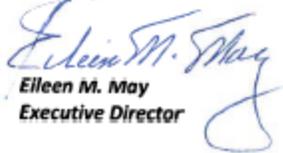
**Dr. Thomas C. Leitzel, President**  
**South Florida State College**  
**600 West College Drive**  
**Avon Park, FL 33825**

**Dear Dr. Leitzel,**

***On behalf of the Board of Directors of the Greater Lake Placid Chamber of Commerce, we are pleased to lend our support to South Florida State College's vision to include the Bachelor's Degree in Nursing (BSN) at the college. South Florida State College has consistently been a premier source for higher education. It is vital that we have this higher education available locally to attract new students and retain the quality medical personal that we have in our community. Additionally the program will help prepare our citizens and medical professionals for the ever changing demands of the complex medical world.***

***Your commitment to excellence is insightful and we applaud and support your vision.***

**Sincerely,**

  
**Eileen M. May**  
**Executive Director**

Greater Lake Placid Chamber of Commerce, Inc.  
18 North Oak Avenue • Lake Placid, Florida 33852-9546  
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## SFSC Advisory Committee Members

## 2013 Advisory Contact List

Title	First	Last	Position	Business	City	Phone	E-mail Address
Mrs	Velma	Lumpkin	Executive Director	Avon Park Community Child Development Center	Avon Park	863-452-1069	none
Dr	Raisa	Camilo	Facility Administrator	Dr. Raisa Camilo	Sebring	863-386-4711	<a href="mailto:camilomd@embarqmail.com">camilomd@embarqmail.com</a>
Ms	Karen	Taylor	Chief Nursing Officer	Desoto Memorial Hospital	Arcadia	863-494-3535	<a href="mailto:ktaylor@dmh.org">ktaylor@dmh.org</a>
Mrs	Lori	Colucci	Clinical Educator	Desoto Memorial Hospital	Arcadia	863-491-4317	<a href="mailto:lcolucci@dmh.org">lcolucci@dmh.org</a>
Mr	Walter	Newton		The Florida Center	Avon Park	863-452-0106	<a href="mailto:wnewton_tchsonline.com">wnewton_tchsonline.com</a>
Dr	Jorge	Gonzalez	VP/Chief Medical Officer	Florida Hospital Heartland Medical Center	Sebring	863-402-3133	<a href="mailto:jorge.gonzalez@ahss.org">jorge.gonzalez@ahss.org</a>
Mrs	Donna	Snyder	VP/Chief Nursing Officer	Florida Hospital Heartland Medical Center	Sebring	863-402-3133	<a href="mailto:donna.snyder@ahss.org">donna.snyder@ahss.org</a>
	Andrea	Stidham	Clinical Education Coordinator	Florida Hospital Heartland Medical Center	Sebring	863-402-3133	<a href="mailto:andrea.stidham@ahss.org">andrea.stidham@ahss.org</a>
Mr	Derick	Roache	Nurse Manager	Florida Hospital Heartland Lake Placid	Lake Placid	863-699-4199	<a href="mailto:derick.roache@ahss.org">derick.roache@ahss.org</a>
Mrs	Kathy	Alviano	Director of Nursing	Florida Hospital Heartland Lake Placid	Lake Placid	863-465-3777	<a href="mailto:kathleen.alviano@ahss.org">kathleen.alviano@ahss.org</a>

## SFSC Advisory Committee Members

Title	First	Last	Position	Business	City	Phone	E-mail Address
Mrs	Linda	Adler	Director of Nursing	Florida Hospital Heartland Wauchula	Wauchula	863-767-8357	<a href="mailto:linda.adler@ahss.org">linda.adler@ahss.org</a>
	Stephanie	Ortiz	Director of Nursing	Florida Institute Neurological Rehab	Wauchula	863-773-2857	<a href="mailto:sortiz@finr.net">sortiz@finr.net</a>
Mrs	Becky	McIntyre	Chief Clinical Officer	Good Shepherd Hospice	Sebring	863-402-1066	<a href="mailto:mcintyrer@chaptershealth.org">mcintyrer@chaptershealth.org</a>
	Kerry	Luke	Director of Nursing	Hardee Manor	Wauchula	863-773-3231	none
	Barbara	Moore	Director of Nursing	Highlands County Health Dept	Sebring	863-382-7239	
Mrs	Sherry	Maiel	Chief Nursing Executive (Interim)	Highlands Regional Medical Center	Sebring	863-471-5800	<a href="mailto:Sherry.maiel@hma.com">Sherry.maiel@hma.com</a>
	Christine	Kimball	Director of Nursing	Lake Placid Health Care Center	Lake Placid	863-465- 7200x122	<a href="mailto:ckimball@gulfcoasthealthcare.com">ckimball@gulfcoasthealthcare.com</a>
Mr	David	Smith	Facility Administrator	Lake Placid Health Care Center	Lake Placid	863-465-7200	<a href="mailto:dsmith@gulfcoasthealthcare.com">dsmith@gulfcoasthealthcare.com</a>
	Kathy	Hunt	Director of Professional Nursing	Lakeland Regional Medical Center	Lakeland	863-687- 1100x1170	<a href="mailto:kathy.hunt@lrmc.com">kathy.hunt@lrmc.com</a>
Mrs	Sharmin	Jones	Director of Nursing	The Palms of Sebring	Sebring	863-385- 0161x3166	<a href="mailto:sjones@palmsofsebring.com">sjones@palmsofsebring.com</a>
Mrs	Rhonda	Beckman	Executive Director	Ridge Area Arc	Avon Park	863-452-1295	<a href="mailto:rbeckman@ridgeareaarc.org">rbeckman@ridgeareaarc.org</a>
Mrs	Pam	Matheis, RNBS, NHA	Administrator	Royal Care of Avon Park	Avon Park	863-453-6674	<a href="mailto:admin@rcavonpark.com">admin@rcavonpark.com</a>

## SFSC Advisory Committee Members

Title	First	Last	Position	Business	City	Phone	E-mail Address
Mrs	Sharon	Dean	Director of Nursing	Royal Care of Avon Park	Avon Park	863-453-6674	<a href="mailto:admissions@rcavonpark.com">admissions@rcavonpark.com</a> or <a href="mailto:alobozzo@yahoo.com">alobozzo@yahoo.com</a>
Mrs	Heather	Berrera	Acting Executive Director	Samaritan's Touch Care Center	Sebring	863-471-1870	<a href="mailto:h.berrera@samaritanstouch.org">h.berrera@samaritanstouch.org</a>
Dr	Rajeswari	Sonni		Dr. Rajeswari Sonni	Avon Park	863-452-1818	
Mr	Gillian	Small	Education Coordinator	Winter Haven Hospital	Winter Haven	863-293-1121	<a href="mailto:gillian.small@winterhavenhospital.org">gillian.small@winterhavenhospital.org</a>

**SOUTH FLORIDA COMMUNITY COLLEGE**  
**BSN CURRICULUM WORKSHOP**  
**THURSDAY, APRIL 25, 2012**  
**10 A.M.**  
**BUILDING T ROOM 20**

Present: Kevin Brown, Kathleen Cappo, Joanne Foote, Helen Shoemaker, Christine Greenwald, Dawn Pisarski, Mary VonMerveldt, Jerri Palmer, Rebecca Sroda, Michele Heston, Donna Snyder, Sherri Maiel and Elisavet Rios.

In absence of Dr. Chris van der Kaay, Chief Information Officer, Dean Kevin Brown discussed the College's needs assessment process that Dr. van der Kaay had conducted.

Rebecca Sroda, Associate Dean of Allied Health, informed the committee of the work that has been conducted to complete the new program proposal, which will be eventually approved by the committee and provided the following BSN timeline:

- Develop degree map
- Committee members divide 3000 and 4000 level courses and complete new course proposal forms
- Dr. Fuschetti will then review information submitted by committee and verifies requirements of the FDOE and SACS are met.
- New program and new course proposal forms will be forwarded to Curriculum Coordinator, Elisavet Rios, to be reviewed and approved by the SFSC Curriculum Committee.
- Approved BSN curriculum will then be included in the FDOE application to offer a BSN here at SFSC.

Dr. Michele Heston, Director of Nursing Education, provided the committee samples of curriculum maps and BSN entry requirements that are in place at our sister colleges around the state. The committee was asked to study this information and provide input into the courses, the sequences of courses, specialty areas of study to be included, as well as entry requirements needed.

- Brainstorming ideas from committee:

Who

Post License

RN-BSN

CLEP exempt classes?

What

Research  
 Community Health  
 Clinical Hours  
 Informatics  
 Leadership  
 Healthcare Policy/Systems  
 Include Home Health/Health Department  
 Electives – gerontology  
 Critical Care  
 Advanced Clinicals  
 Medical Ethics/Law

Why

Research (thesis)  
 Develop critical thinking  
 Intentional Attitude  
 Systems thinking  
 Financial Aspect  
 Resource Management  
 Nurse as “teacher”  
 Clinician

- Committee Member’s comments:

Per Donna Snyder at FHHMC/a BSN is a “must for any RN seeking a management level position” at her organization. At HRMC a pay raise is available for BSN-prepared nurses.

Donna also shared her view on “growing our own nursing leaders from the community” and that she feels the local program will make a huge difference. Very pleased we are looking at a “blended” program. She feels, after speaking with her staff, that this will be a great plus for our community.

It was recommended by Dean Kevin Brown to invite Dr. Cardenas to sit in on future meetings to provide her input on the management aspect to be included in the curriculum.

It was requested that all attendees create sample curriculum maps to compare in the next meeting.

Next meeting date is May 9, 2013 at 12:00 pm.

The meeting adjourned at 11:35 a.m.

**SOUTH FLORIDA COMMUNITY COLLEGE**  
**BSN CURRICULUM WORKSHOP**  
**TUESDAY, MAY 21, 2012**  
**12 P.M.**  
**BUILDING T ROOM 20**

Present: Kevin Brown, Kathleen Cappo, Christine Greenwald, Mary VonMerveldt, Michele Heston, Lissa Dela Cruz, Lisa McConnell, Elisavet Rios, Christopher van der Kaay, Adam Fletcher and Dr. Leana Revell.

Dean Brown welcomed and discussed common pre-requisites required in the BSN by the state and advised that Chemistry was added as a prerequisite for SFSC BSN program. He stated BSN programs around Florida range from 120 credit hours to 128 credit hours.

Dr. Michele Heston added that the desire of the NLN is for the students to go through the program in 2 years. She also advised of Adam Fletcher's suggestion for the possibility of a critical care certificate within the BSN program at SFSC. Dr. Heston is researching this possibility along with other certificates that can be built into the BSN.

Dean Brown added to this discussion on how the Dental Program added the anesthesia certificate into their program and that it could be completed through a CWE. Adam Fletcher encouraged using ECHO and Elsevier Publishing.

A degree map of both the ADN program and the proposed BSN program was projected for the group to review.

Dean Brown stated that SFSC having such a strong ADN program will be an advantage to the future BSN students and set them up for success for preparing to go into the work field.

Group agreed that Pharmacology and Pathophysiology need to be "married" in the curriculum for student success.

Group then went through proposed BSN courses and eliminated/narrowed down the core courses that should be offered. Dean Brown stated that these classes could be eventually changed in sequence.

Dr. Revell and Dean Brown discussed in length the General Education requirements for the program and decided that some additional research was needed before the courses could be added to the curriculum.

Next meeting date is was not set.

The meeting adjourned at 1:10 p.m.

**SOUTH FLORIDA COMMUNITY COLLEGE**  
**BSN CURRICULUM WORKSHOP**  
**THURSDAY, MAY 9, 2013**  
**NOON**  
**BUILDING T ROOM 24**

Present: Kevin Brown, Kathleen Cappo, Dawn Pisarski, Mary VonMerveldt, Jerri Palmer, Rebecca Sroda, Michele Heston, Donna Snyder, Adam Fletcher, Andrea Stidham, Christopher van der Kaay, Kimberly Batty-Herbert.

Dean Kevin Brown presented and discussed a matrix prepared for the comparison of 12 of Florida's colleges' BSN curriculum courses offered statewide. Dr. Heston provided a copy of the Florida Department of Education Statewide Course Numbering System's Institution Course Descriptions for reference.

Dean Brown discussed the State requirements of credit hours required for a BSN program with SFSC's current ADN program with the following equation:

24 General Education (GE) prerequisites for ADN  
3 Embedded GE credit hours with ADN (Humanities)  
27 Total GE credit hours in ADN  
45 Total Nursing credit Hours in ADN  
72 Total credit hours for ADN  
9 Addl. GE credit hours needed for the 36 State required GE credit hours for BSN  
81 Credit hours toward BSN  
39 Credit hours available for upper level courses for BSN

Dean Brown also discussed the 3 areas of focus (tracks), previously agreed upon by the committee, which are; Supervision & Management, Community and Clinical.

The whiteboard was set up with four quadrants for each quadrant to represent a semester and the committee was then asked by Dean Brown to provide feedback as to which courses they would like to see in the degree curriculum. Each participant then wrote the name of the course on a post it note and that post it note was positioned on the whiteboard into the requested applicable semester. Dean Brown then reviewed with the committee the courses and the committee then prioritized which courses should be in what semesters.

Dean Brown stated the following will be done in preparation for the next meeting:

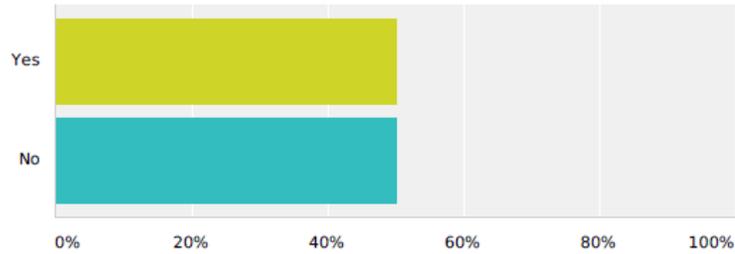
- Dean Brown will work with Becky Sroda and Dr. Michele Heston to create a curriculum map based on the courses the committee has chosen. This map will be a single document with course numbers and course titles included.
- Dr. Heston and her staff will pick out a cadre of electives for the 3 tracks of interest.
- The curriculum map will be sent out to the committee members to review via email.
- The committee will meet to fine tune and hone the curriculum map.

Next meeting date is Monday, May 20, 2013 at 12:00 pm.

The meeting adjourned at 1:14 pm.

**Q1 Is a BSN (bachelor of science in nursing) degree required for administrative positions in your organization?**

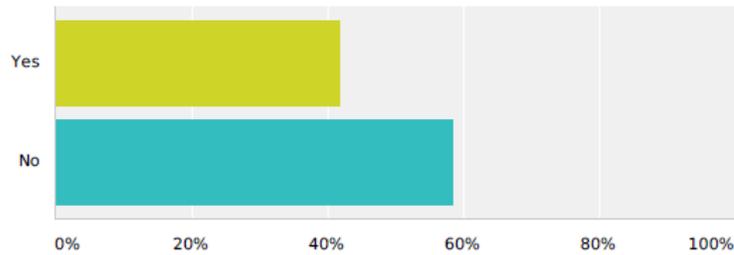
Answered: 12 Skipped: 0



Answer Choices	Responses
<b>Yes</b>	50% 6
<b>No</b>	50% 6
Total	12

**Q2 Do employed RN's in your organization who obtain a BSN degree receive a pay increase?**

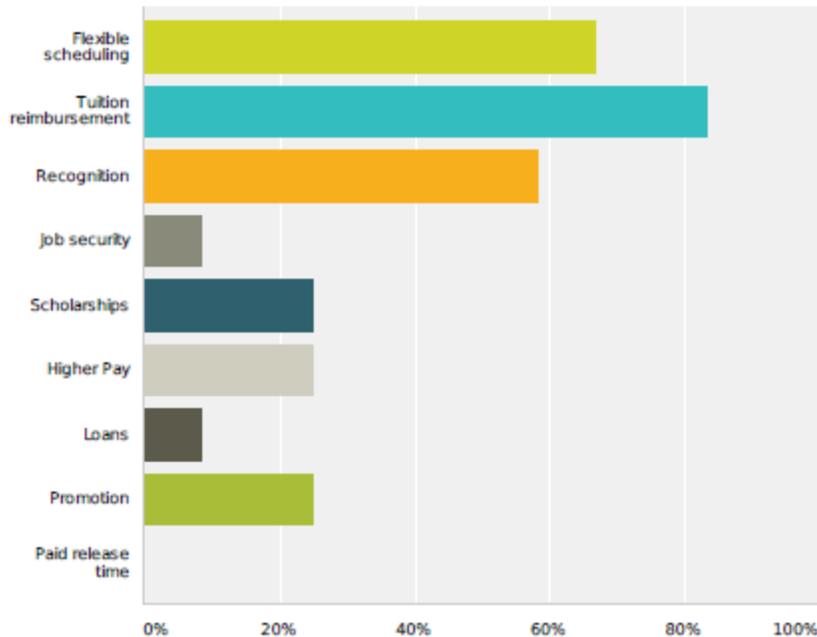
Answered: 12 Skipped: 0



Answer Choices	Responses
<b>Yes</b>	41.67% 5
<b>No</b>	58.33% 7
Total	12

**Q3 Which, if any, of the following incentive(s) does your organization presently offer to encourage ADN (associate degree in nursing) RN's to pursue a BSN? (Check all that apply)**

Answered: 12 Skipped: 0



Answer Choices	Responses
<b>Flexible scheduling</b>	<b>66.67%</b> 8
<b>Tuition reimbursement</b>	<b>83.33%</b> 10
<b>Recognition</b>	<b>58.33%</b> 7
<b>Job security</b>	<b>8.33%</b> 1
<b>Scholarships</b>	<b>25%</b> 3
<b>Higher Pay</b>	<b>25%</b> 3
<b>Loans</b>	<b>8.33%</b> 1
<b>Promotion</b>	<b>25%</b> 3
<b>Paid release time</b>	<b>0%</b> 0

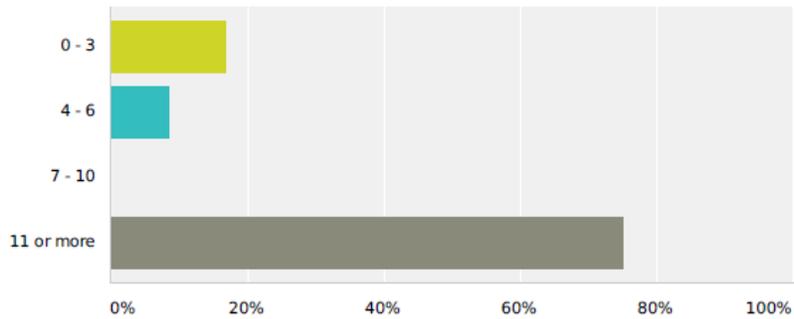
Total Respondents: 12  
 Other (please specify) ( 2 )

#	Other (please specify)	Date
1	We support and encourage our nurses to obtain a BSN through the evidence in the literature. We share information about the many benefits of obtaining advanced educational preparation.	4/11/2013 11:58 AM

#	Other (please specify)	Date
2	unfortunately my organization does not have the financial means to encourage this, but the need is there	4/9/2013 10:56 AM

### Q4 How many nurses in your organization presently hold a BSN?

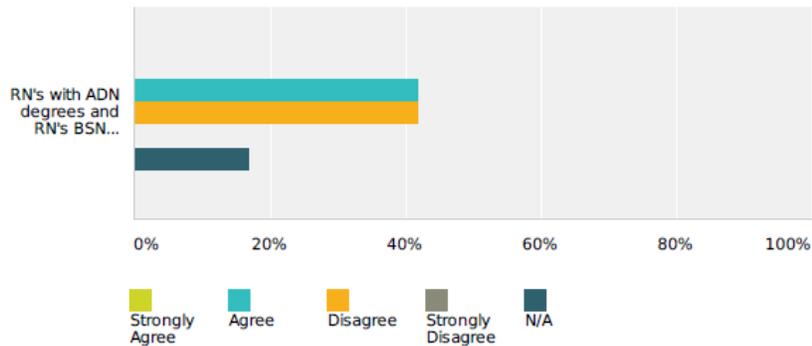
Answered: 12 Skipped: 0



Answer Choices	Responses
0 - 3	16.67% 2
4 - 6	8.33% 1
7 - 10	0% 0
11 or more	75% 9
Total	12

### Q5 Please indicate your level of agreement with the following statement:

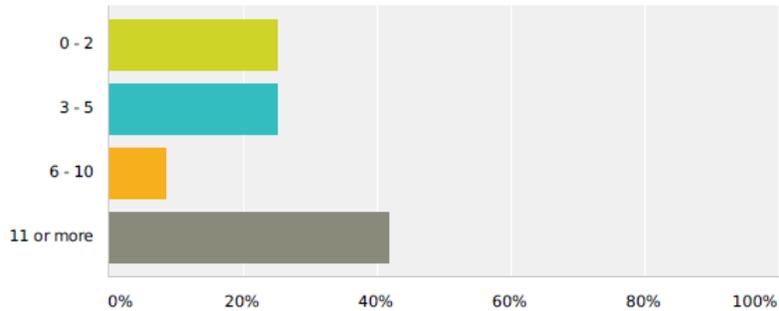
Answered: 12 Skipped: 0



	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	Total	Average Rating
RN's with ADN degrees and RN's BSN degrees have different responsibilities in my organization.	0% 0	41.67% 5	41.67% 5	0% 0	16.67% 2	12	2.50

**Q6 Approximately how many BSN prepared nurses to you anticipate hiring within the next three years?**

Answered: 12 Skipped: 0



Answer Choices	Responses
<b>0 - 2</b>	<b>25%</b> 3
<b>3 - 5</b>	<b>25%</b> 3
<b>6 - 10</b>	<b>8.33%</b> 1
<b>11 or more</b>	<b>41.67%</b> 5
<b>Total</b>	<b>12</b>

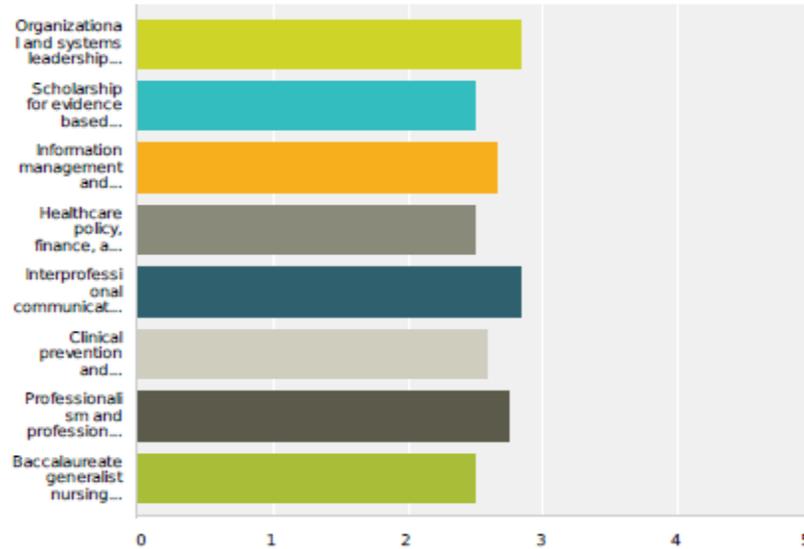
**Analysis of Question 6:**

Minimum Answer	Number of Responses	Calculation	Total
0 Hires	3 Employers	0x3	0
3 Hires	3 Employers	3x3	9
6 Hires	1 Employer	6x1	6
11 Hires	5 Employers	11x5	55
			<b>70 Minimum Hires</b>

Maximum Answer	Number of Responses	Calculation	Total
2 Hires	3 Employers	2x3	6
5 Hires	3 Employers	5x3	15
10 Hires	1 Employer	10x1	10
11 Hires	5 Employers	11x5	55
			<b>86 Maximum Hires</b>

**Q7 Using the scale below, please rate the level of importance that nurses in your organization possess academic preparation and/or training in the following areas.**

Answered: 12 Skipped: 0



	Very Important	Moderately Important	Unimportant	Total	Average Rating
Organizational and systems leadership for quality care and patient safety	91.67% 11	0% 0	8.33% 1	12	2.83
Scholarship for evidence based practice	58.33% 7	33.33% 4	8.33% 1	12	2.50
Information management and application of patient care technology	66.67% 8	33.33% 4	0% 0	12	2.67
Healthcare policy, finance, and regulatory environments	58.33% 7	33.33% 4	8.33% 1	12	2.50
Interprofessional communication and collaboration for improving patient health outcomes	83.33% 10	16.67% 2	0% 0	12	2.83
Clinical prevention and population health	66.67% 8	25% 3	8.33% 1	12	2.58

Professionalism and professional values	75% 9	25% 3	0% 0	12	2.75
Baccalaureate generalist nursing practice	58.33% 7	33.33% 4	8.33% 1	12	2.50

**Q8 Thank you for your participation and feedback. Please use the following space to provide additional information you would like to share to the SFSC BSN planning/development committee.**

Answered: 5 Skipped: 7

#	Responses	Date
1	FOR PROFESSIONAL GROWTH ENTRY LEVEL NURSES SHOULD START WITH A BSN/ BN	4/15/2013 11:36 AM
2	Some of the questions would have more meaningful answers and more strength through face to face or group dialogue. I appreciate the opportunity to have participated in your survey. Thank you	4/11/2013 11:58 AM
3	I do not know correct answer for # 2, Have no BSN nurses in our Facility, only at Corporate level	4/9/2013 11:20 AM
4	I am with a very limited resource agency, on a strict budget and they do not really recognize the difference, however as the former nurse supervisor for the agency i saw a great need and difference in the functional ability as well as problem intervention and thinking skills of the BSN over the ADN. I forsee a very practical need for BSN trained nurses with in the working environment in all of Highlands County. Thank you.	4/9/2013 10:56 AM
5	While we do not currently require aBSN for leadership positions, it is highly recommended and adds value to the application. I believe all Nurse Leader positions should eventually be required to have an advanced degree	4/9/2013 9:32 AM

## Hospital Administrator Support

<b>Health Care Facility Focus Group Discussion - Currently Employed RNs and Hospital Administrators</b>		
<b>Date</b>	<b>Facility</b>	<b>Discussion</b>
January 29, 2013 NLNAC Site-visit	Florida Hospital Heartland Division	CNO and majority of RNs on shift met with NLNAC site-visitors to discuss SFSC ADN program. Discussion quickly digressed to FHHD declaring strong support to move forward with a BSN program. Expressed a dire need for advanced training in our service district to supply much needed nurse administrators and explained that hospital was moving in a direction to favor BSN trained nurses for new hire.
May 1, 2013 7:00 AM	Highlands Regional Medical Center	Director of HR confirmed desire of HRMC to employ more BSN prepared nurses and desire to cultivate current employees for administrative positions. Expressed the need for RNs to have access to advanced education at convenient location and time.
May 2, 2013 7:00 PM	Highlands Regional Medical Center	Same discussion for individuals unable to attend previous day.
May 3, 2013 10:00 AM	Florida Hospital Heartland Division	Majority of participants expressed a high level of interest in attending BSN degree at SFSC. Asked for consideration of barriers such as job schedules and family care. Expressed hybrid platform would be more conducive to their success. Stressed that leadership and advanced clinical were desired concentrations.

Opportunity to attend a focus group discussion was extended to hospital facility administration and currently employed RNs at those facilities. The Associate Dean, Allied Health and Institutional Planning and Effectiveness Specialist worked through Human Resources at Highlands Regional Medical Center and Florida Hospital Heartland Division to set up convenient meeting times. A list of ten (10) prescribed questions was developed and asked of all those in attendance:

1. What is your current degree?
2. How many years have you been an RN?
3. What is your position title/area of responsibility?
4. Are you planning to pursue a four-year degree?
5. What is your level of interest in a BSN?
6. What barriers would impact your decision to enroll in a BSN program at this time?
7. What is the likelihood you would pursue a BSN degree, if offered, at SFSC?
8. Which type of instructional approaches best fits your needs/interest?
9. What type of schedule would allow you to attend a BSN program?
10. Which area of concentration is of interest to you?

Frank discussion was encouraged for honest answers. Response was overwhelming positive and supportive for SFSC to forge ahead with plans for a BSN, leaving no doubt of the success of the program.

## Alumni Survey

**SFSC Bachelor's in Education & Nursing Need Assessment:  
Phone Survey of Recent AA, AAS, AS Graduates  
Alumni Survey**

AA, AAS, and AS graduates were contacted to evaluate interest in the proposed bachelor's degree program in Education and bachelor's degree program in Nursing. Information was collected between April 15 and April 19, 2013.

370 - Graduates:

69 - Participated

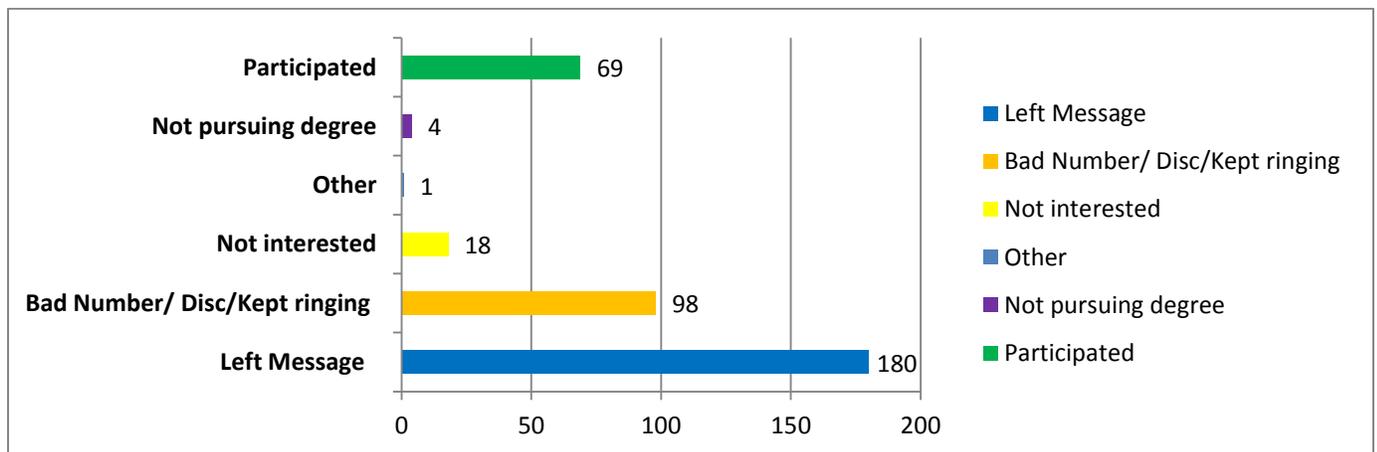
180 - Messages left (seven returned phone call)

98 - Bad numbers/Disconnected/No answers

18 - Not interested

4 - Indicated "not pursuing degree" but wished not to complete survey

1 - Other (moved out of area) did not complete survey



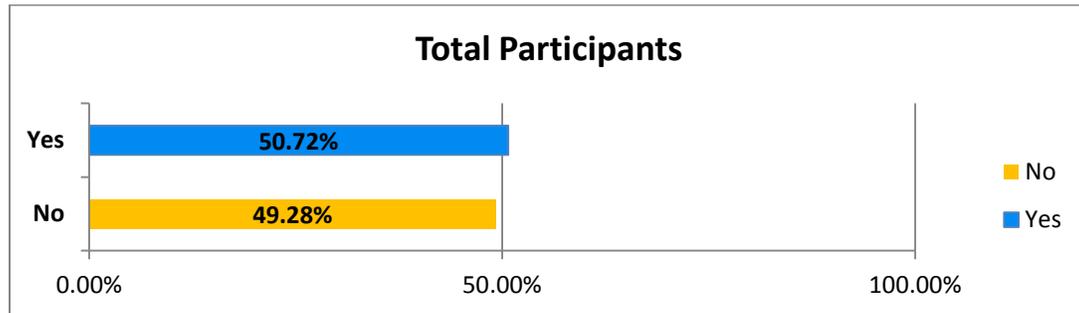
## Alumni Survey

1. Are you presently pursuing a bachelor's degree or have you recently completed a bachelor's degree?

Yes – 50.72% (35) participants

No – 49.28% (34) participants

Total – 69



*If “yes”, survey ended, if “no”, proceed to question #2.*

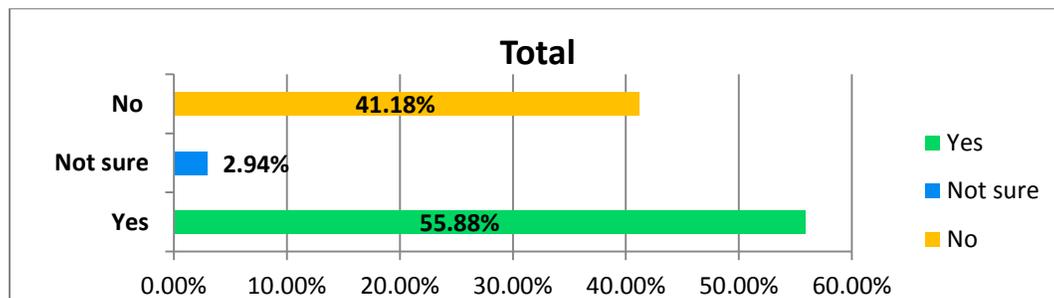
2. Are you planning to pursue a four year degree (i.e., bachelor's degree) sometime in the future?

Yes – 55.88 % (19) participants

No – 41.18 % (14) participants

I am not sure at this time – 2.94% (1) participant

Maybe – 0



*If “no” or “I am not sure at this time”, survey ended, else proceeded to question #3.*

## Alumni Survey

3. How soon would you want to or be able to enroll in a bachelor's degree program (at any institution, SFSC or elsewhere)?

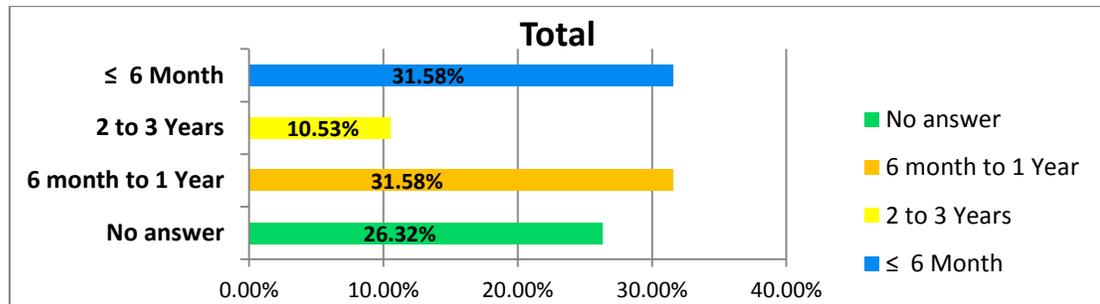
Sooner than six months – 31.58% (6) participant

Six months to one year – 31.58% (6) participants

Two to three years – 10.53% (2) participants

4 Four or more year – (0) participants

5 No Answer – 26.32% (5) participants



4. Out of the following three choices, which one best describes your academic interest:

Bachelor's degree in Nursing – 89.47% (17) participants

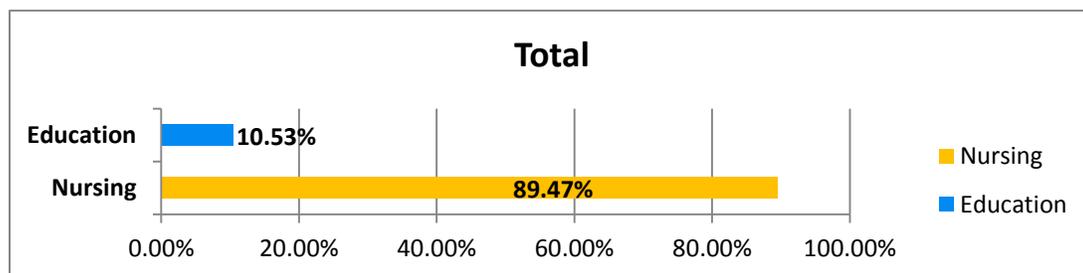
*If selected go to Nursing.*

Bachelor's degree in Education – 10.53% (2) participants

*If selected go to Education.*

Bachelor's degree in a field OTHER than education or nursing – (0) participants

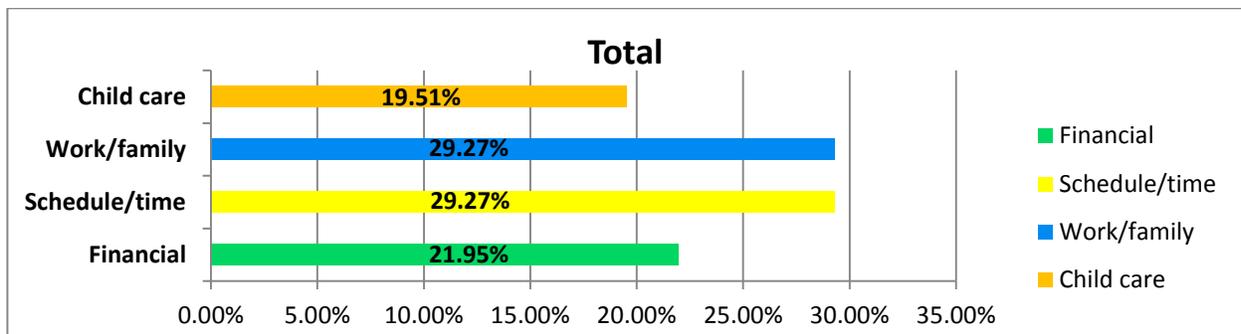
*If selected go to Other.*



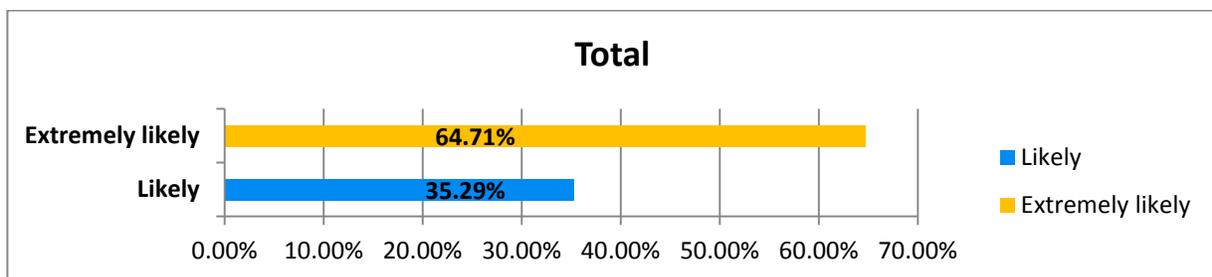
**NURSING QUESTIONS**

- Which of the following might be barriers which would impact your decision to enroll in a BSN program at this time?

Financial issues – 21.95% (9) participants  
 Schedule/time – 29.27% (12) participants  
 Work/family commitments – 29.27% (12) participants  
 Child care – 19.51% (8) participants  
 Uncertainty about my ability to succeed in the program – (0) participants  
 Travel distance – (0) participants  
 Other – (0) participants



- What is the likelihood that you would pursue a BSN degree if offered by SFSC?  
 Extremely likely – 64.71% (11) participants  
 Likely – 35.29% (6) participants  
 Unlikely – (0) participants  
 Extremely unlikely (0) participants  
*If “unlikely” or “extremely unlikely” the survey ended and proceeded to question #5.  
 Else, proceeded to question #3.*



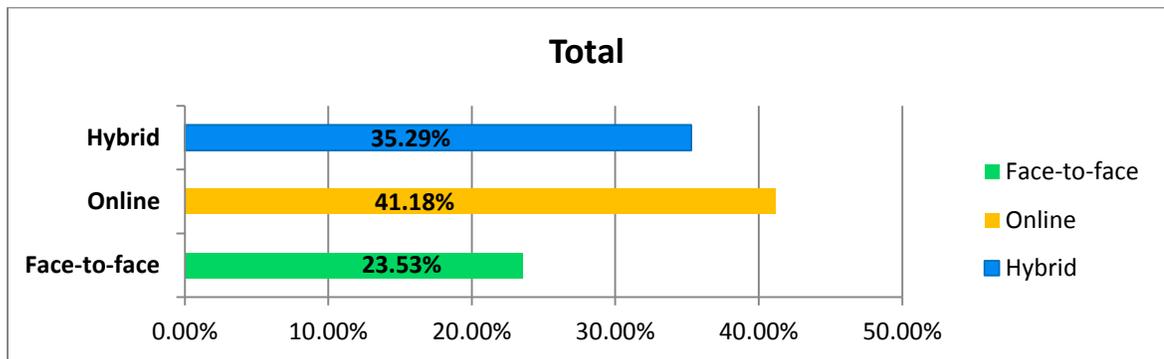
Alumni Survey

3. If you were to attend SFSC for a BSN degree, which of the following instructional approaches best fits your needs/interest? (Select all that apply)

Face-to-face instruction – 23.53% (4) participants

Online instruction – 41.18% (7) participants

Hybrid instruction (i.e., mixture of face-to-face and online instruction) – 35.29% (6) participants



4. If you were to attend SFSC for a BSN degree, what type of schedule would allow you to participate? (Select all that apply)

Weekend classes – (0)

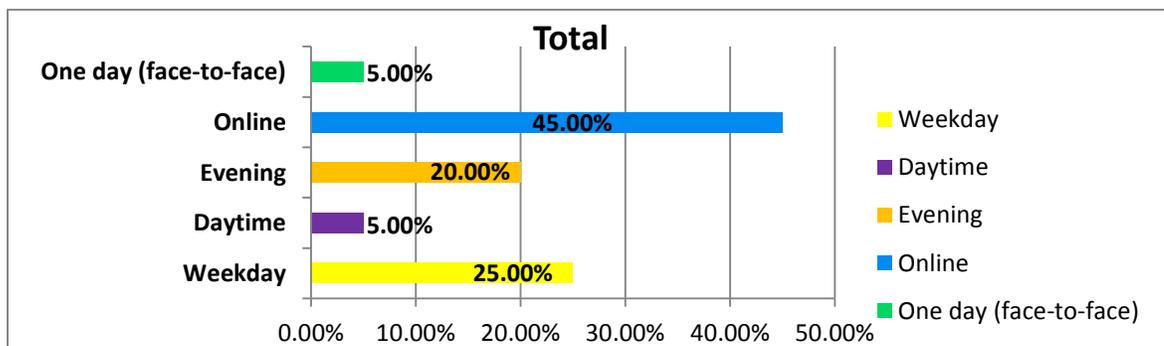
Weekday classes – 25.00% (5)

Daytime classes – 5.00% (1)

Evening/night classes – 20.00% (4)

Online – 45.00% (9)

One day, face-to-face – 5.00% (1)



## Currently Employed RN Focus Group

**Currently Employed Registered Nurses  
BSN Need Assessment Focus Group: Currently Employed Registered Nurses**

**Participants:** Administered Face-to-face to Currently Employed Registered Nurses at FHHMC.

**Facilitators:** Rebecca Sroda and Jannice Pantoja

**Purpose:** The reason we are conducting this focus group study is to gather information and insight from professionals, particularly ADNs most likely to pursue additional education in nursing, on the feasibility of offering this new degree program at SFSC.

1. How many of you have an associate degree in nursing, a bachelor's degree in nursing or other educational background? Associate: 5 Bachelor's: 0 Other: 1 Master (education) Working on Associate: 1 Working on Master: 1
2. How many years have you been an RN?
  - *1 year (2)*
  - *6 years*
  - *24 years*
  - *30 years*
  - *31 years (2)*
3. What is your position title/area of responsibility?
  - *Charge nurse*
  - *Wound care*
  - *Med Surge*
  - *RN*
  - *ED*
  - *Staff nurse*
  - *Management (2)*
4. Are you planning to pursue a four year degree (either at SFSC or elsewhere)?
  - *Seven participants stated yes.*
  - *One participant stated not sure.*
5. What is your level of interest in a program which would allow you to earn a Bachelor of Science degree in nursing (BSN)? On a scale 1-10 (10 = very interested).

## Currently Employed RN Focus Group

- *Five participants stated high level of interest (10)*
  - *One participant stated interested*
  - *One stated “not looking forward to going back to school due to family challenges”, interested (8.5)*
6. What barriers would impact your decision to enroll in a BSN program at this time?  
*(1) Financial issues, (2) schedule/time, (2) work/Job, (1) family, (1) elderly care, (1) computer challenged.*
- *I will have to be a part-time student, as I have to care of home and work as a nurse.*
  - *I love my job, so it will have to be after work hours.*
  - *Finding the right time to work and switch to school, and still have room for the family.*
7. What is the likelihood that you would pursue a BSN degree if offered by SFSC?
- *Very Likely*
8. If you were to attend SFSC for a BSN degree, which of the following instructional approaches best fits your needs/interest?
- *Face-to-face (1) Week day (daytime and evening)*
  - *One day per week (1)*
  - *Online (1)*
  - *Hybrid (4)*
- I really don't want to be on campus.*
- One hundred percent online.*
- I like face-to-face, but with my situation it will probably be best to be online.*
- I will be flexible.*
9. If you were to attend SFSC for a BSN degree, what type of schedule would allow you to participate?
- *Weekend classes (0)*
  - *Weekday(evening) (2)*
  - *Online (1)*
  - *One day per week face-to-face (2)*

Currently Employed RN Focus Group

- *No answer (1)*

*If I have to be there, it will have to be no more than 1 day a week.*

*I work every other weekend, so evenings will be best for me.*

10. What area of concentration would you be interested?

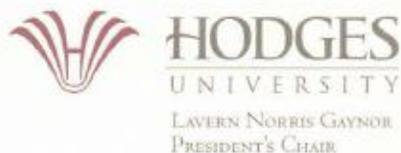
- *Leadership (2)*
- *Advanced clinical (5)*
- *WOCN(wound care) certification (1)*

*I would like to double. I love advanced clinical, but I will also take leadership.*

***Date: 5/3/13***

***Participants: 8***

***Location: Florida Hospital Heartland Medical Center***



September 9, 2013

Dr. Leana Revell  
Vice President for Educational and Student Services  
South Florida State College  
600 West College Drive  
Avon Park, Florida 33825

Re: **Letter of Support for Bachelor of Science Degree in Nursing** and  
Bachelor of Science Degree in Elementary Education

Dear Dr. Revell:

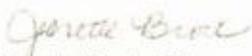
It is my understanding that South Florida State College (SFSC) is planning to offer a Bachelor of Science Degree in Nursing and a Bachelor of Science Degree in Elementary Education. The purpose of offering these degrees is to provide students at SFSC the opportunity to continue their education at the bachelor's level.

Hodges University entered into an Articulation Agreement with SFSC in 2008 to provide SFSC graduates the opportunity to obtain a Bachelor of Science Degree in Interdisciplinary Studies. Classes for this degree were first offered in January 2009 and continue to be offered to date. Several SFSC graduates have completed their bachelor's degree through this arrangement.

That being said, access to higher education has become a focal point in the State of Florida. Students need to be provided with as many opportunities as possible to complete their degrees and we feel that these degree offerings by SFSC will provide students with yet another opportunity towards that goal.

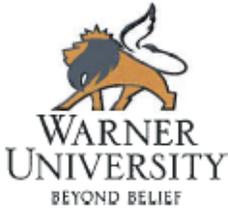
We at Hodges wish you well with this endeavor. We also look forward to working with you to continue to offer your students the opportunity to achieve their bachelor's degrees with Hodges University.

Sincerely,

  
Jeanette Brock, J.D.  
President

Cc: Dr. Kim Spiezio, Provost  
Dr. Joe Pepe, Executive Vice President of Administration

2633 NORTHERDORRE DRIVE, NAPLES, FL 34119 • 239-517-1222 PHONE • 800-466-5017 TOLL FREE • WWW.HODGES.EDU



Dr. Leana Revell  
Vice President for Educational and Student Services  
South Florida State College  
600 West College Drive  
Avon Park, Florida 33825

Thursday, May 16, 2013

Dear Dr. Revell,

Warner University supports South Florida State College's venture into offering a bachelor of science in nursing degree. This major will no doubt prove to be viable as well as meet an economic need in the three counties you primarily serve. We wish you well in this new endeavor.

Sincerely,

James G. Moyer, Ed.D.  
Executive Vice President & Chief Academic Officer  
Warner University  
13895 Highway 27  
Lake Wales, Florida 33859

13895 Highway 27 Lake Wales, FL 33859 phone: 863-638-1426 fax: 863-638-7290





OFFICE OF THE PRESIDENT

May 15<sup>th</sup>, 2013

Dr. Leana Revell  
Vice President for Educational and Student Services  
South Florida State College  
600 West College Drive  
Avon Park, FL 33825-9356

Dear Dr. Revell:

Thank you for your visit to explain South Florida State College's intention to offer a Bachelor of Science in Nursing.

As I shared with you, neither the workforce's demands for graduate nurses nor the provision of nursing degrees are within the realm of things in which I am well versed. My response to your request for a letter of support is qualified, therefore, by my knowledge being both limited and anecdotal.

I do, however, have every reason to believe that you have carefully researched the need. And, based upon our long relationship with your school, I have every reason to believe that you have the ability to deliver the program.

Consequently, I wish you much success with this degree.

Sincerely yours,

A handwritten signature in blue ink, appearing to read "H. Keith Wade", is written over a horizontal line.

H. Keith Wade, DBA  
President & CEO

DR. H. KEITH WADE, PRESIDENT AND CEO  
Webber International University  
1301 N. Florida Ave., Avon Park, FL 33827

**Email Correspondence from Dr. Gary Perry at FAU**

**From:** Gary Perry [<mailto:perryg@fau.edu>]  
**Sent:** Thursday, December 05, 2013 1:17 PM  
**To:** Revell, Leana  
**Cc:** Marlaine Smith; Diane Alperin; Michele Hawkins; [Abbey.Ivey@fldoe.org](mailto:Abbey.Ivey@fldoe.org)  
**Subject:** Letter of Support for BSN Program at SFSC

Dear Dr. Revell,

I have spoken again with Dr. Marlaine Smith, Dean of Nursing at FAU, and Dr. Diane Alperin, Vice Provost, and we are pleased to be able to support your proposal for a new BSN at South Florida State College. I understand that this will be a F2F program and as such will clearly attract those students in your area who prefer this mode of instructional delivery. As you know, through our Christine E Lynn College of Nursing, FAU offers an online program, and for those students in your area who are comfortable with this mode of instructional delivery, or find it more convenient to their studies and schedules, we would welcome them in this program.

Clearly, addressing the shortage of nurses in our state should be a priority for us all, and we look forward to working with you co-operatively to meet this need. Good luck with your program.

Sincerely,  
Gary Perry.

---

**Gary W. Perry, PhD**  
Interim Provost &  
Chief Academic Officer  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431  
Tel: (561) 297 3061  
Email: [provost@fau.edu](mailto:provost@fau.edu)



**Overview of the Heartland Workforce Region  
Not Seasonally Adjusted  
January 18, 2013**

- The unemployment rate in the Heartland Workforce region (Desoto, Hardee, and Highlands Counties) was 7.6 percent in December 2012. This was a decrease of 1.9 percentage points from the region's year ago rate. In December 2012, the region's unemployment rate was 0.3 percentage point below the state rate of 7.9 percent. Out of a labor force of 74,064, there were 5,645 unemployed region residents.
- Employment by industry in the Heartland Workforce region totaled 41,497 in June 2012 (the latest available data). Industry employment decreased by 4.1 percent over the year, compared to an increase of 1.9 percent for the state.
- The Heartland Workforce region job losses totaled 1,795 over the year. Industries losing jobs over the year were natural resources and mining (-1,039 jobs); government (-580 jobs); education and health services (-157 jobs); other services (-91 jobs); financial activities (-81 jobs); construction (-69 jobs); and manufacturing (-65 jobs). Job gains were posted by: trade, transportation, and utilities (+149 jobs); leisure and hospitality (+126 jobs); professional and business services (+4 jobs); and information (+3 jobs).
- The annual job growth rate for information (+1.3 percent) exceeded that of the state.

<b>Unemployment Rates (%) (not seasonally adjusted)</b>	<b>Dec-12</b>	<b>Nov-12</b>	<b>Dec-11</b>
Heartland Workforce Investment Region	7.6	8.5	9.5
DeSoto County	7.6	8.8	9.4
Hardee County	7.2	8.5	9.1
Highlands County	7.8	8.5	9.6
Florida	7.9	8.0	9.7
United States	7.6	7.4	8.3

<b>Employment by Industry Covered by Unemployment Compensation (not seasonally adjusted)</b>	<b>Heartland Workforce Investment Region</b>				<b>Florida</b>			
	<b>Jun-12</b>	<b>Jun-11</b>	<b>change</b>	<b>percent change</b>	<b>Jun-12</b>	<b>Jun-11</b>	<b>change</b>	<b>percent change</b>
Total Employment	41,497	43,292	-1,795	-4.1	7,229,230	7,093,507	135,723	1.9
Natural Resources and Mining	8,527	9,566	-1,039	-10.9	75,976	80,721	-4,745	-5.9
Construction	1,431	1,500	-69	-4.6	343,296	335,400	7,896	2.4
Manufacturing	1,126	1,191	-65	-5.5	317,690	312,722	4,968	1.6
Trade, Transportation, and Utilities	7,951	7,802	149	1.9	1,523,158	1,480,930	42,228	2.9
Wholesale Trade	734	747	-13	-1.7	317,295	308,193	9,102	3.0
Retail Trade	6,457	6,392	65	1.0	971,594	946,179	25,415	2.7
Transportation, Warehousing, and Utilities	760	663	97	14.6	234,269	226,558	7,711	3.4
Information	237	234	3	1.3	133,519	134,412	-893	-0.7
Financial Activities	1,235	1,316	-81	-6.2	493,600	473,133	20,467	4.3
Professional and Business Services	2,950	2,946	4	0.1	1,072,191	1,051,493	20,698	2.0
Education and Health Services	7,238	7,395	-157	-2.1	1,087,702	1,067,612	20,090	1.9
Leisure and Hospitality	3,655	3,529	126	3.6	1,005,674	961,679	43,995	4.6
Other Services	790	881	-91	-10.3	239,718	235,559	4,159	1.8
Government	6,348	6,928	-580	-8.4	932,219	958,918	-26,699	-2.8

<b>Population</b>	<b>2012</b>	<b>2011</b>	<b>change</b>	<b>percent change</b>
Heartland Workforce Investment Region	161,125	161,073	52	0.0
DeSoto County	34,408	34,708	-300	-0.9
Hardee County	27,762	27,653	109	0.4
Highlands County	98,955	98,712	243	0.2
Florida	19,074,434	18,905,048	169,386	0.9

<b>Average Annual Wage</b>	<b>2011</b>	<b>2010</b>	<b>change</b>	<b>percent change</b>
Heartland Workforce Investment Region	\$29,734	\$29,769	-\$35	-0.1
DeSoto County	\$31,936	\$31,633	\$303	1.0
Hardee County	\$28,943	\$27,784	\$1,159	4.2
Highlands County	\$29,296	\$29,783	-\$487	-1.6
Florida	\$42,312	\$41,574	\$738	1.8

Note: All data are subject to revision.

Source: Florida Department of Economic Opportunity, Labor Market Statistics Center

## FLORIDA JOBS by Occupation\*

\* Because most industries experienced job declines in the economic downturn that began in 2007, some of the occupational job growth projected in this forecast includes the recapturing of jobs lost since that time.

### Workforce Region 19 - De Soto, Hardee, and Highlands Counties

Occupation		Employment		Annual Percent Change	Average Annual Openings			2012 Average Hourly* Wage (\$)	<a href="#">Education Code</a>
					Due To Growth	Due To Separations	Total		
Code	Title	2012	2020						
<b>000000</b>	<b>Total, All Occupations</b>	<b>50,907</b>	55,554	1.14	608	1,251	1,859	NA	NA
110000	<b>Management Occupations</b>	3,766	3,835	0.23	10	73	83	NA	NA
111000	<i>Top Executives</i>	427	428	0.03	0	8	8	NA	NA
111011	Chief Executives	85	84	-0.15	0	2	2	92.29	5
111021	General and Operations Managers	310	312	0.08	0	6	6	38.16	4
111031	Legislators	32	32	0.00	0	1	1	23.02	5
112000	<i>Marketing, Public Relations &amp; Sales Managers</i>	62	63	0.20	0	2	2	NA	NA
112022	Sales Managers	36	38	0.69	0	1	1	40.86	5
113000	<i>Operations Specialties Managers</i>	138	161	2.08	3	3	6	NA	NA
113011	Administrative Services Managers	35	42	2.50	1	1	2	37.74	4
113021	Computer and Information Systems Managers	14	17	2.68	0	0	0	43.02	5
113031	Financial Managers	54	58	0.93	0	1	1	47.39	5
113051	Industrial Production Managers	16	22	4.69	1	0	1	52.86	4
119000	<i>Other Management Occupations</i>	3,139	3,183	0.18	6	60	66	NA	NA
119021	Construction Managers	125	135	1.00	1	1	2	38.09	4
119032	Education Administrators, Elementary and Secondary	51	55	0.98	0	1	1	NA	5
119033	Education Administrators, Postsecondary	11	11	0.00	0	0	0	NA	5
119111	Medical and Health Services Managers	57	68	2.41	1	1	2	47.45	5
119151	Social and Community Service Managers	20	21	0.62	0	0	0	32.07	4
119199	Managers, All Other	70	76	1.07	1	2	3	33.26	4
130000	<b>Business and Financial Operations Occupations</b>	1,124	1,264	1.56	18	22	40	NA	NA
131000	<i>Business Operations Specialists</i>	707	791	1.49	11	14	25	NA	NA
131023	Purchasing Agents, Except Farm Products & Trade	28	30	0.89	0	1	1	21.71	4
131041	Compliance Officers, Exc. Safety, Agri, Constr & Transp.	25	29	2.00	0	0	0	20.51	3
131051	Cost Estimators	48	65	4.43	2	1	3	22.77	4
131074	Farm Labor Contractors	94	92	-0.27	0	3	3	16.01	1
131078	Human Resources, Labor Relations, and Training Specialists, A	55	60	1.14	1	1	2	23.55	5
131111	Management Analysts	118	144	2.75	3	2	5	30.71	5
131151	Training and Development Specialists	59	76	3.60	2	1	3	21.62	5

Source: Florida Department of Economic Opportunity, Labor Market Statistics Center - January 2013

## FLORIDA JOBS by Occupation\*

\* Because most industries experienced job declines in the economic downturn that began in 2007, some of the occupational job growth projected in this forecast includes the recapturing of jobs lost since that time.

### Workforce Region 19 - De Soto, Hardee, and Highlands Counties

Occupation		Employment		Annual Percent Change	Average Annual Openings			2012 Average Hourly* Wage (\$)	Education Code
					Due To Growth	Due To Separations	Total		
Code	Title	2012	2020						
252000	<i>Primary, Secondary, and Special Education School Teachers</i>	1,789	1,998	1.46	26	43	69	NA	NA
252012	Kindergarten Teachers, Except Special Education	89	100	1.54	1	2	3	NA	5
252021	Elementary School Teachers, Except Special Education	618	697	1.60	10	13	23	25.92	5
252022	Middle School Teachers, Exc. Special & Voc. Education	258	292	1.65	4	6	10	NA	5
252031	Secondary School Teachers, Exc. Special and Voc. Ed.	295	311	0.68	2	8	10	NA	5
252032	Vocational Education Teachers, Secondary School	27	29	0.93	0	1	1	NA	5
252041	Special Education Teachers, Preschool - Elementary	80	93	2.03	2	2	4	NA	5
252053	Special Education Teachers, Middle School	38	44	1.97	1	1	2	25.44	5
252054	Special Education Teachers, Secondary School	26	28	0.96	0	1	1	NA	5
253000	<i>Other Teachers and Instructors</i>	818	883	0.99	8	12	20	NA	NA
253021	Self-Enrichment Education Teachers	11	16	5.68	1	0	1	17.82	3
254000	<i>Librarians, Curators, and Archivists</i>	53	58	1.18	1	2	3	NA	NA
254021	Librarians	30	32	0.83	0	1	1	24.82	6
254031	Library Technicians	20	22	1.25	0	1	1	10.54	4
259000	<i>Other Education, Training, and Library Occupations</i>	382	430	1.57	6	8	14	NA	NA
259041	Teacher Assistants	334	372	1.42	5	7	12	9.70	3
270000	<b>Arts, Design, Entertainment, Sports, and Media Occupations</b>	318	341	0.90	4	8	12	NA	NA
271000	<i>Art and Design Workers</i>	54	53	-0.23	0	2	2	NA	NA
271023	Floral Designers	18	18	0.00	0	0	0	11.62	3
272000	<i>Entertainers and Performers, Sports and Related Workers</i>	185	210	1.69	3	5	8	NA	NA
273000	<i>Media and Communication Workers</i>	55	52	-0.68	1	2	3	NA	NA
274000	<i>Media and Communication Equipment Workers</i>	24	26	1.04	0	0	0	NA	NA
290000	<b>Healthcare Practitioners and Technical Occupations</b>	3,214	3,684	1.83	59	63	122	NA	NA
291000	<i>Health Diagnosing and Treating Practitioners</i>	1,966	2,262	1.88	37	37	74	NA	NA
291021	Dentists, General	40	48	2.50	1	1	2	49.49	6
291031	Dietitians and Nutritionists	20	23	1.88	0	1	1	25.38	5
291051	Pharmacists	152	174	1.81	3	4	7	54.91	6
291069	Physicians and Surgeons, All Other	117	123	0.64	1	2	3	104.94	6
291071	Physician Assistants	29	31	0.86	0	0	0	49.06	5

Source: Florida Department of Economic Opportunity, Labor Market Statistics Center - January 2013

## FLORIDA JOBS by Occupation\*

\* Because most industries experienced job declines in the economic downturn that began in 2007, some of the occupational job growth projected in this forecast includes the recapturing of jobs lost since that time.

### Workforce Region 19 - De Soto, Hardee, and Highlands Counties

Occupation		Employment		Annual Percent Change	Average Annual Openings			2012 Average Hourly* Wage (\$)	Education Code
					Due To Growth	Due To Separations	Total		
Code	Title	2012	2020						
<b>291111</b>	<b>Registered Nurses</b>	<b>1,082</b>	<b>1,275</b>	<b>2.23</b>	<b>24</b>	<b>19</b>	<b>43</b>	<b>29.22</b>	<b>4</b>
291122	Occupational Therapists	81	90	1.39	1	2	3	32.91	6
291127	Speech and Language Pathologists	43	46	0.87	0	1	1	41.01	6
291131	Veterinarians	23	24	0.54	0	0	0	32.98	6
291199	Health Diagnosing and Treating Practitioners, All Other	47	52	1.33	1	1	2	27.41	6
292000	<i>Health Technologists and Technicians</i>	1,182	1,355	1.83	22	24	46	NA	NA
292031	Cardiovascular Technologists and Technicians	27	31	1.85	0	0	0	27.28	3
292032	Diagnostic Medical Sonographers	36	48	4.17	2	0	2	24.79	3
292033	Nuclear Medicine Technologists	15	17	1.67	0	0	0	36.60	4
292037	Radiologic Technologists and Technicians	109	128	2.18	2	2	4	27.33	3
292041	Emergency Medical Technicians and Paramedics	127	153	2.56	3	2	5	13.91	4
292052	Pharmacy Technicians	129	147	1.74	2	2	4	13.17	3
292055	Surgical Technologists	30	34	1.67	0	0	0	17.33	3
292056	Veterinary Technologists and Technicians	30	35	2.08	1	0	1	14.04	4
292061	Licensed Practical and Licensed Vocational Nurses	393	430	1.18	5	10	15	19.05	3
292071	Medical Records and Health Information Technicians	81	88	1.08	1	2	3	13.42	4
292081	Opticians, Dispensing	19	19	0.00	0	0	0	18.00	4
299000	<i>Other Healthcare Practitioners and Technical Occupations</i>	66	67	0.19	0	2	2	NA	NA
299799	Healthcare Practitioners and Technical Workers, All Other	41	41	0.00	0	1	1	11.23	3
310000	<b>Healthcare Support Occupations</b>	1,783	1,993	1.47	27	25	52	NA	NA
311000	<i>Nursing, Psychiatric, and Home Health Aides</i>	1,007	1,133	1.56	16	13	29	NA	NA
311012	Nursing Aides, Orderlies, and Attendants	778	879	1.62	13	10	23	11.26	3
311013	Psychiatric Aides	137	144	0.64	1	2	3	10.09	3
312000	<i>Occupational and Physical Therapist Assistants and Aides</i>	64	73	1.76	1	1	2	NA	NA
319000	<i>Other Healthcare Support Occupations</i>	712	787	1.32	10	11	21	NA	NA
319011	Massage Therapists	55	62	1.59	1	1	2	17.00	3
319091	Dental Assistants	61	77	3.28	2	1	3	15.66	3
319092	Medical Assistants	347	378	1.12	4	5	9	13.34	3
319094	Medical Transcriptionists	67	73	1.12	1	1	2	12.42	3

Source: Florida Department of Economic Opportunity, Labor Market Statistics Center - January 2013

# West Central Florida Status Report on Nursing Supply, Demand, and Education July 2013

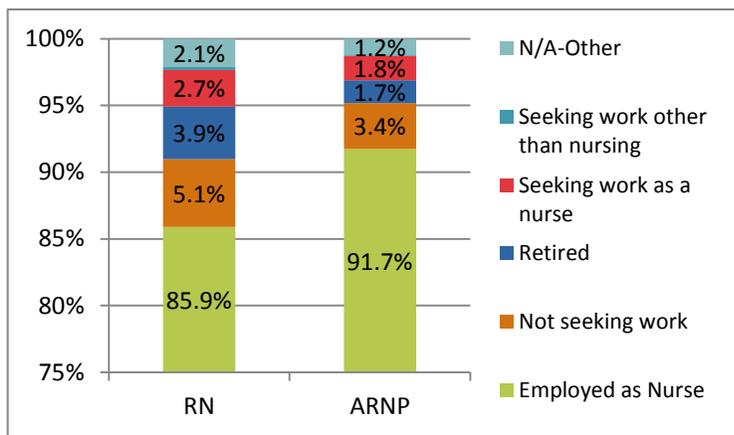


## The Supply of Nurses<sup>1</sup>

### Change in the Potential Nurse Workforce

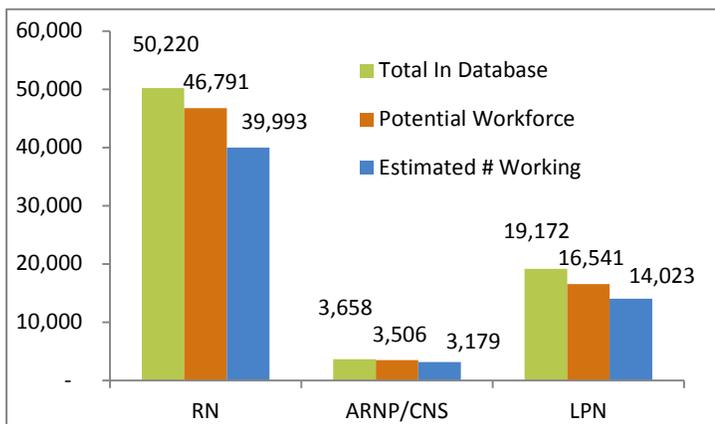
	2009	2011	% Change
<b>RN</b>	44,844	46,791	4.3%
<b>ARNP/ CNS</b>	3,201	3,506	9.5%
<b>LPN</b>	16,254	16,541	1.8%

### RN & ARNP Work Status, 2010-2011

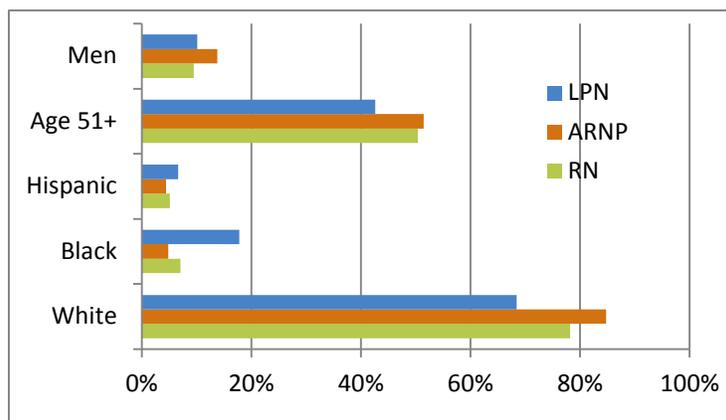


The potential RN workforce (those with an active license, eligibility to practice, and a Florida address) in West Central Florida grew by 4.3%, while the LPN workforce grew by less than 2%. 86% of RNs were currently employed in a nursing position, and almost 92% of ARNPs were employed in nursing.

### Nurse Supply as of December 2011

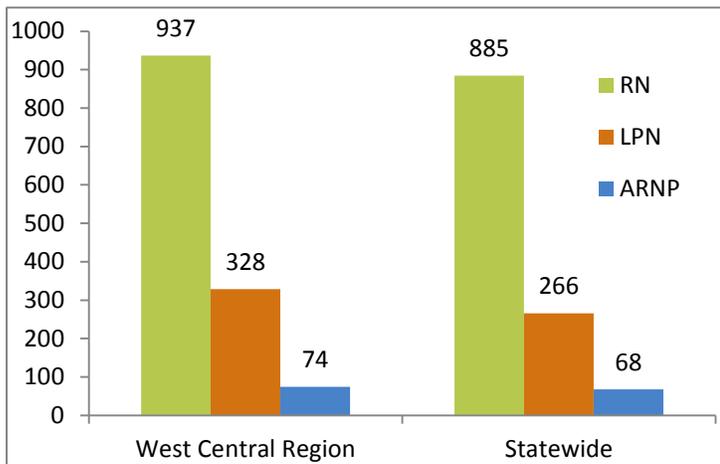


### Nurse Workforce Demographics



West Central Florida had a potential RN supply of 46,791 nurses, but only 39,993 (86%) were actually working in nursing. Among working nurses, about 10% of RNs and LPNs, and 14.2% of ARNPs, were men. Slightly more than 50% of RNs and ARNPs are over age 51.

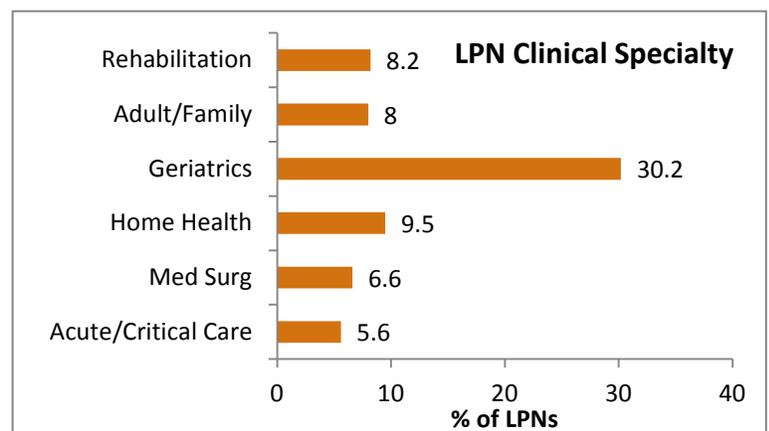
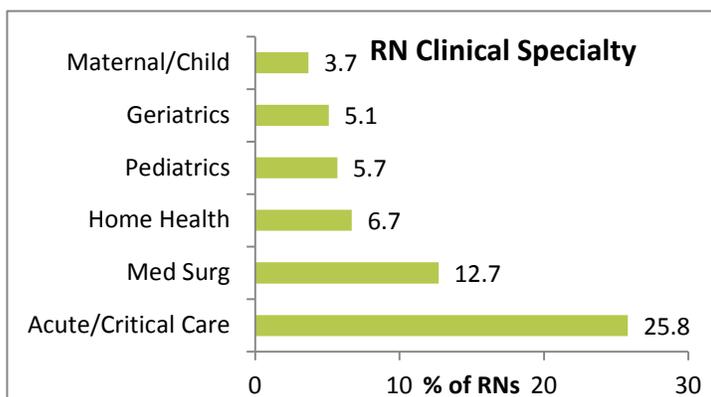
**Employed Nurses per 100,000 Population**



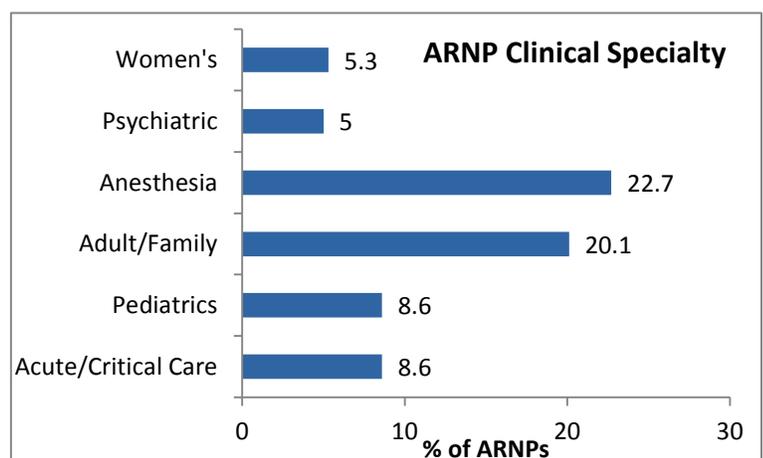
**% Nurses Employed by Setting, 2011**

Setting	RN n=33,986	ARNP n=2,852	LPN n=12,452
Hospital	61.8%	42.0%	14.9%
Home Health	8.7%	N/A	13.5%
Ambulatory	4.9%	10.2%	2.3%
Long-Term Care	5.7%	3.2%	40.4%
Health Provider Office	3.1%	22.7%	11.3%
Academic	1.6%	4.5%	N/A
Other	14.2%	17.4%	17.6%

As of December 2011, West Central Florida had more RNs, ARNPs, and LPNs per 100,000 population compared to the state overall. About 62% of RNs were employed in hospitals. 42% of ARNPs worked in hospitals, almost 23% worked in health provider offices. Almost 40% of LPNs were employed in long-term care.

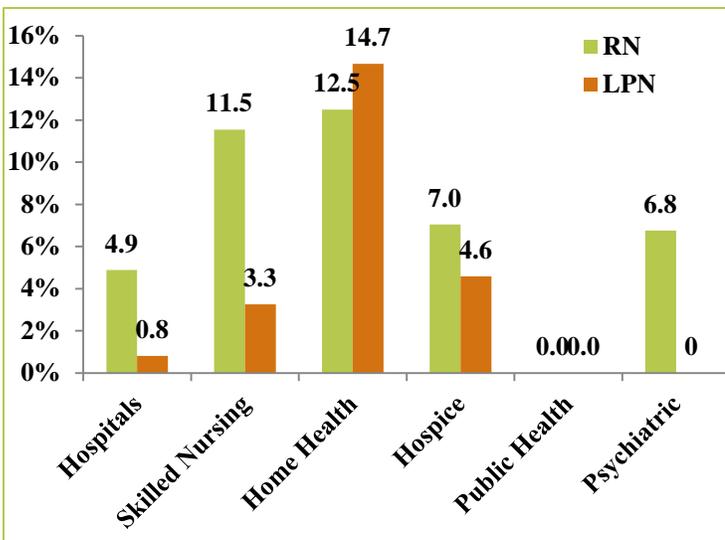


Highest Degree Among Employed Nurses	RN (%)	ARNP (%)
Diploma/Associate	56.8%	5.5%
BSN	29.3%	10.8%
Bachelor's non-nursing	8.4%	1.9%
MSN	3.4%	78.0%
Master's non-nursing	1.7%	0.7%
Doctorate in Nursing	0.2%	3.1%
Doctorate non-nursing	0.2%	0.0%



### The Demand for Nurses<sup>2</sup>

**Full-Time Equivalent Vacancy Rates By Industry as of 06/30/2011**



**Estimated Number of Full and Part-Time Vacancies as of 06/30/2011**

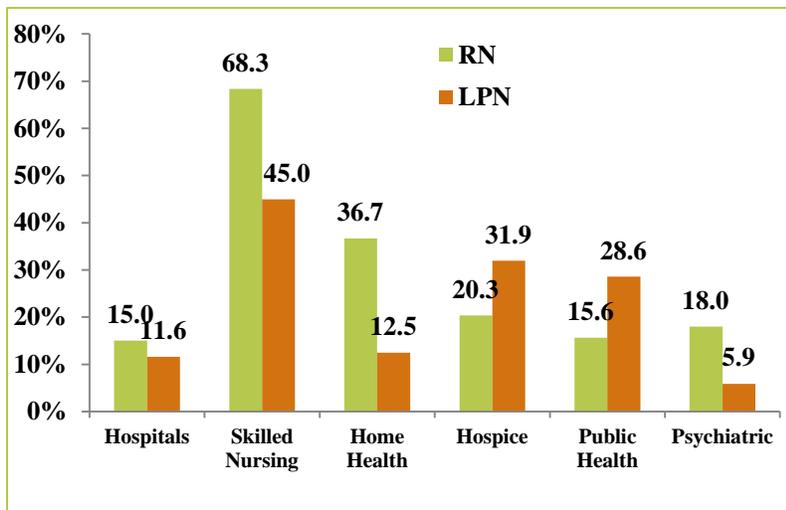
Industry	Estimated # RN Vacancies	Estimated # LPN Vacancies
Hospitals	1,286.8	19.5
Skilled Nursing	202.7	187.5
Home Health	179.0	65.4
Hospice	66.5	27.3
Public Health	1.1	0.8
Psychiatric	9.8	0.2
<b>Total</b>	<b>1,746.1</b>	<b>300.7</b>

West Central Florida’s vacancy rates for RNs are higher in skilled nursing compared to the state, and LPNs have a higher vacancy rate than the state within home health agencies. An estimated 1,746 RN and 300 LPN positions were vacant. Most of the RN vacancies were within hospitals, while more than half of LPN vacancies were within skilled nursing facilities.

**Estimated Full and Part-Time Position Growth through 2012**

Industry	RN Position Growth	LPN Position Growth
Hospitals	543.6	11.5
Skilled Nursing	68.6	46.6
Home Health	351.4	234.4
Hospice	105.4	48.2
Public Health	16.0	3.2
Psychiatric	6.9	2.2
<b>Total</b>	<b>1,092.0</b>	<b>346.0</b>

**Median Turnover Rates for FY 2010-2011**



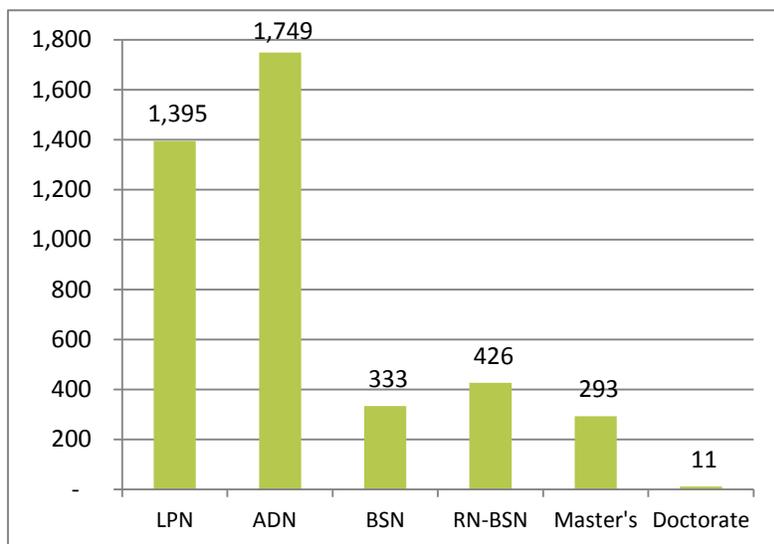
The estimated number of new positions to be created in West Central Florida through 2012 is 1,092 for RNs and 346 for LPNs. The majority of RN positions are expected to be within hospitals and home health agencies, while most new LPN positions are expected to be in home health agencies. Median turnover for RNs and LPNs is higher in skilled nursing compared to the state as a whole.

### The Education of Nurses<sup>3,4</sup>

**Prelicensure Program Capacity in Academic Year 2011-2012**

	LPN Programs	ADN Programs	BSN Programs
<b>Total # Programs</b>	28	29	5
<b># Responding to Survey</b>	16	16	3
<b># Qualified Applicants</b>	1,554	2,574	747
<b># Admitted</b>	1,134	1,401	274
<b>% Turned Away</b>	27%	46%	63%
<b># Enrolled</b>	1,116	1,420	273

**Number of Graduates in Academic Year 2011-2012**



West Central Florida nursing programs turned away 46% of qualified applications to ADN programs, and 63% of qualified applicants to BSN programs. West Central Florida had 1,395 LPN graduates, 1,749 ADN graduates, 426 RN-BSN graduates, 293 Master’s graduates and 11 Doctoral graduates. Full-time faculty vacancy rates were 21% in BSN programs. Over the next two years, schools expect to create an additional 17 LPN faculty positions, and 40 ADN faculty positions. West Central Florida has a larger percentage of faculty close to retirement age.

#### Full-Time Faculty Demand, 09/30/2012

	# of Vacancies	Vacancy Rate	Expected Position Growth Over Next 2 Years	% Age 61+ years
<b>LPN Programs</b>	10	10%	17	27%
<b>ADN Programs</b>	11	7%	40	19%
<b>BSN + Programs</b>	23	21%	4	24%

For more information:

1. Nurse Supply Reports, <http://www.flcenterfor nursing.org/StatewideData/NurseSupplyReports.aspx>
2. Nurse Demand Reports, <http://www.flcenterfor nursing.org/StatewideData/NurseDemandReports.aspx>
3. Nurse Education Reports, <http://www.flcenterfor nursing.org/StatewideData/NurseEducationReports.aspx>
4. Supplemental Report: Florida Nursing Education Programs 2011-2012. Office of Program Policy Analysis and Government Accountability. Report 13-09, June 2013.

### 2013-14 Regional Targeted Occupations List

Sorted by Occupational Title

Workforce Region 19 - DeSoto, Hardee, and Highlands Counties

Workforce Estimating Conference Selection Criteria:

- 1 FLDOE Training Codes 3 (PSAV Certificate) and 4 (Community College Credit/Degree)
- 2 10 annual openings and positive growth
- 3 Mean Wage of \$12.63/hour and Entry Wage of \$10.27/hour
- 4 High Skill/High Wage (HSHW) Occupations: Mean Wage of \$19.79/hour and Entry Wage of \$12.63/hour

SOC Code†	HSHW††	Occupational Title†	Annual	Annual	2012 Hourly Wage		FLDOE Training Code	In EFI Targeted Industry?	Data Source†††
			Percent Growth	Openings	Mean	Entry			
Occupations with titles in <b>bold type</b> and followed by an <b>asterisk (*)</b> may be found in declining industries and are not projected to return to their historical peak during the forecast period. These occupations may currently have an oversupply of trained workers, allowing the regional workforce boards the local option not to offer training for these occupations.									
113011	HSHW	Administrative Services Managers	1.72	407	48.08	28.73	4	Yes	S
413011		Advertising Sales Agents	0.23	372	22.16	12.02	3	Yes	S
452091		<b>Agricultural Equipment Operators*</b>	NA	NA	17.03	14.62	3	No	R
493011	HSHW	Aircraft Mechanics and Service Technicians		130	38.46	14.42	3	Yes	L
493023		<b>Automotive Service Technicians and Mechanics*</b>	1.12	10	15.01	12.08	3	Yes	R
433031		<b>Bookkeeping, Accounting, and Auditing Clerks*</b>	0.64	16	17.53	11.34	4	Yes	R
472021		<b>Brickmasons and Blockmasons*</b>	4.42	243	17.84	13.06	3	No	S
131199	HSHW	Business Operations Specialists, All Other	1.64	2,495	29.98	16.54	4	No	S
292031		Cardiovascular Technologists and Technicians	2.50	245	21.55	12.35	3	Yes	S
472031		<b>Carpenters*</b>	2.17	12	16.09	10.56	3	No	R
472051		<b>Cement Masons and Concrete Finishers*</b>	4.30	529	15.27	11.00	3	No	S
131031	HSHW	<b>Claims Adjusters, Examiners, and Investigators*</b>	0.43	535	27.26	18.06	3	Yes	S
131041	HSHW	<b>Compliance Officers, Exc. Safety, Agri, Constr &amp; Transp.*</b>	1.59	371	27.98	17.05	3	No	S
151131	HSHW	Computer Programmers	0.63	556	34.31	21.06	3	Yes	S
151150	HSHW	Computer Support Specialists	1.49	1,360	21.75	14.15	3	Yes	S
151121	HSHW	Computer Systems Analysts	1.89	865	39.81	26.62	4	Yes	S
474011	HSHW	Construction and Building Inspectors	2.03	317	25.93	17.57	3	No	S
119021	HSHW	<b>Construction Managers*</b>	2.33	1,041	47.09	28.37	4	No	S
333012		<b>Correctional Officers and Jailers*</b>	1.42	18	16.69	14.76	3	No	R
131051	HSHW	<b>Cost Estimators*</b>	4.53	664	28.06	18.15	4	No	S
434051		Customer Service Representatives	2.26	52	16.41	11.16	3	Yes	R
151141	HSHW	Database Administrators	2.70	222	35.63	22.79	4	Yes	S
319091		Dental Assistants	2.59	736	16.19	12.06	3	Yes	S
292021	HSHW	Dental Hygienists	3.24	529	28.40	20.16	4	Yes	S
519081		Dental Laboratory Technicians					3	Yes	L
292032	HSHW	Diagnostic Medical Sonographers	3.80	264	28.50	22.27	3	Yes	S
472081		<b>Drywall and Ceiling Tile Installers*</b>	3.95	349	16.25	11.79	3	No	S
499051	HSHW	<b>Electrical Power-Line Installers and Repairers*</b>	2.67	11	29.72	23.13	3	Yes	R
472111		<b>Electricians*</b>	2.76	1,705	19.35	14.12	3	No	S
292041		Emergency Medical Technicians and Paramedics	3.02	447	15.49	10.95	4	Yes	S
519194		Etchers and Engravers					3	Yes	L
436011		<b>Executive Secretaries and Administrative Assistants*</b>	1.42	1,779	20.61	14.77	3	No	S
119013	HSHW	Farmers, Ranchers, and Other Agricultural Managers	NA	NA	NA	NA	4	No	R
332011	HSHW	Fire Fighters	1.36	923	24.75	15.13	3	No	S
471011	HSHW	<b>First-Line Superv. of Construction and Extraction Workers*</b>	3.39	1,951	27.78	18.85	4	No	S
351012		First-Line Superv. of Food Preparation & Serving Workers	1.76	1,911	16.40	11.05	3	No	S
371012		First-Line Superv. of Landscaping and Groundskeeping	1.89	511	20.28	13.70	3	No	S
491011	HSHW	First-Line Superv. of Mechanics, Installers, and Repairers	1.33	948	28.81	18.72	3	No	S
431011	HSHW	First-Line Superv. of Office and Admin. Support Workers	1.25	18	21.25	13.74	4	Yes	R
511011	HSHW	<b>First-Line Superv. of Production and Operating Workers*</b>	0.42	361	27.19	17.86	3	Yes	S
411012	HSHW	<b>First-Line Supervisors of Non-Retail Sales Workers*</b>	0.64	966	45.51	24.08	4	No	S
391021		<b>First-Line Supervisors of Personal Service Workers*</b>	1.31	514	19.60	12.17	3	No	S
411011		First-Line Supervisors of Retail Sales Workers	0.70	29	17.06	12.57	3	No	R
472121		<b>Glaziers*</b>	4.53	218	17.20	11.60	3	No	S
271024	HSHW	Graphic Designers	1.15	655	21.22	13.43	4	Yes	S

### 2013-14 Regional Targeted Occupations List

Sorted by Occupational Title

Workforce Region 19 - DeSoto, Hardee, and Highlands Counties

Workforce Estimating Conference Selection Criteria:

- 1 FLDOE Training Codes 3 (PSAV Certificate) and 4 (Community College Credit/Degree)
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- 4 High Skill/High Wage (HSHW) Occupations: Mean Wage of \$19.79/hour and Entry Wage of \$12.63/hour

SOC Code†	HSHW††	Occupational Title†	Annual Percent Growth	Annual Openings	2012 Hourly Wage Mean	2012 Hourly Wage Entry	FLDOE Training Code	In EFI Targeted Industry?	Data Source†††
Occupations with titles in <b>bold type</b> and followed by an <b>asterisk (*)</b> may be found in declining industries and are not projected to return to their historical peak during the forecast period. These occupations may currently have an oversupply of trained workers, allowing the regional workforce boards the local option not to offer training for these occupations.									
292799		Health Technologists and Technicians, All Other	1.82	180	19.82	13.38	3	Yes	S
499021		Heating, A.C., and Refrigeration Mechanics and Installers	3.87	1,186	20.05	14.18	3	No	S
492097		<b>Home Entertainment Electronics Installers and Repairers*</b>	2.10	160	15.95	11.04	3	No	S
434161		<b>Human Resources Assistants, Exc. Payroll*</b>	1.93	449	16.83	12.53	3	No	S
499041	HSHW	Industrial Machinery Mechanics	2.90	566	21.89	15.03	3	No	S
151179	HSHW	Information Security Analysts and Web Developers	1.86	800	32.92	20.69	3	Yes	S
413021	HSHW	Insurance Sales Agents	1.60	1,880	29.35	15.81	3	Yes	S
271025		<b>Interior Designers*</b>	1.85	199	23.28	12.27	4	Yes	S
519071		Jewelers and Precious Stone and Metal Workers					3	Yes	L
436012		<b>Legal Secretaries*</b>	1.72	444	19.22	13.41	3	No	S
292061		<b>Licensed Practical and Licensed Vocational Nurses*</b>	1.18	15	19.05	15.48	3	Yes	R
132071		Loan Counselors	2.62	156	19.99	14.85	4	Yes	S
132072	HSHW	<b>Loan Officers*</b>	1.72	1,008	30.12	17.67	4	Yes	S
499071		Maintenance and Repair Workers, General	1.47	2,591	15.88	10.87	3	No	S
319011		Massage Therapists	1.72	450	18.04	10.96	3	Yes	S
519082		Medical Appliance Technicians					3	Yes	L
319092		Medical Assistants	2.35	1,478	13.99	10.86	3	Yes	S
499062		Medical Equipment Repairers	2.81	189	19.45	11.84	3	Yes	S
292071		Medical Records and Health Information Technicians	2.10	449	17.10	11.27	4	Yes	S
436013		<b>Medical Secretaries*</b>	3.21	798	14.23	11.26	3	No	S
131121	HSHW	Meeting and Convention Planners	3.47	218	23.73	14.98	4	No	S
493042	HSHW	Mobile Heavy Equipment Mechanics, Except Engines	2.03	250	20.88	15.01	3	No	S
493051		Motorboat Mechanics	2.57	176	17.60	10.91	3	No	S
151142	HSHW	Network and Computer Systems Architects and Administrators	2.72	629	36.53	24.13	4	Yes	S
311012		Nursing Aides, Orderlies, and Attendants		23	11.26	9.32	3	Yes	L
472073		<b>Operating Engineers/Construction Equipment Operators*</b>	3.31	740	18.09	13.07	3	No	S
519083		Ophthalmic Laboratory Technicians					3	Yes	L
472141		<b>Painters, Construction and Maintenance*</b>	2.64	1,244	15.44	10.85	3	No	S
232011	HSHW	Paralegals and Legal Assistants	3.38	1,044	22.89	15.48	3	Yes	S
312021	HSHW	Physical Therapist Assistants	2.89	183	27.66	21.29	4	Yes	S
472151		<b>Pipelayers*</b>	3.07	249	16.07	11.70	3	No	S
472152		<b>Plumbers, Pipefitters, and Steamfitters*</b>	2.90	1,325	18.85	13.13	3	No	S
333051	HSHW	<b>Police and Sheriff's Patrol Officers*</b>	1.26	1,449	27.44	18.78	3	No	S
211092		<b>Probation Officers and Correctional Treatment Specialists*</b>	NA	NA	NA	NA	3	No	R
119141	HSHW	Property, Real Estate & Community Association Managers	0.83	769	30.17	16.32	4	No	S
131023	HSHW	<b>Purchasing Agents, Except Farm Products &amp; Trade*</b>	0.84	481	27.02	17.41	4	Yes	S
292037	HSHW	Radiologic Technologists and Technicians	2.38	581	25.71	19.12	3	Yes	S
419022		<b>Real Estate Sales Agents*</b>	1.73	1,978	21.69	11.00	3	Yes	S
<b>291111</b>	<b>HSHW</b>	<b>Registered Nurses†</b>	<b>2.23</b>	<b>43</b>	<b>29.22</b>	<b>23.32</b>	<b>4</b>	<b>Yes</b>	<b>R</b>
291126	HSHW	Respiratory Therapists	2.37	305	25.40	20.62	4	Yes	S
472181		<b>Roofers*</b>	1.97	508	15.75	11.76	3	No	S
414011	HSHW	Sales Reps., Wholesale & Mfg, Tech. & Sci. Products	1.42	1,149	42.53	23.37	3	Yes	S
414012		<b>Sales Reps., Wholesale and Manufacturing, Nontechnical*</b>	1.08	12	23.92	11.57	3	Yes	R
492098		Security and Fire Alarm Systems Installers	2.89	427	18.11	13.44	3	No	S
519141		Semiconductor Processors					4	Yes	L

### Number of Most Recent BSN Graduates From the State University System

State University System Institution	BSN Generic Graduates (2011-2012)
Florida A&M University	92
Florida Atlantic University	33
Florida Gulf Coast University	64
Florida International University	153
Florida State University	107
University of Central Florida	175
University of Florida	127
University of North Florida	87
University of South Florida	103
University of West Florida	38
<b>Total 2011-2012 Graduates</b>	<b>979</b>

Office of Program Policy Analysis & Government Accountability. (2013). *Supplemental report: Florida nursing education programs - report no. 13-09*. Tallahassee, FL

### Number of Most Recent BSN Graduates From Nonpublic

Nonpublic Postsecondary Institution	BSN Generic Graduates (2011-2012)
Barry University	155
Bethune-Cookman University	56
Chamberlin College of Nursing-Jacksonville	49
Chamberlin College of Nursing-Miramar	--
Florida National University	--
Florida Southern College	27
Jacksonville University	46
Miller's College of Nursing	--
Nova Southeastern University – Fort Lauderdale	263
Nova Southeastern University – Fort Myers	61
Palm Beach Atlantic University	51
Pensacola Christian College	86
South University – Royal Palm Beach	60
South University – Tampa	86
University of Miami	51
University of Tampa	38
<b>Total 2011-2012 Graduates</b>	<b>1029</b>

Office of Program Policy Analysis & Government Accountability. (2013). *Supplemental report: Florida nursing education programs - report no. 13-09*. Tallahassee, FL

**Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

**Name of Institution: South Florida State College**

**Name of Primary Department, Academic Program, or Discipline: Bachelor of Science in Nursing**

**Academic Term(s) Included: Fall 2014 - Spring 2016**

**Date Form Completed: August 2013**

1	2	3	4
NAME Full-time (F) Part-time (P)	UPPER DIVISION COURSES TAUGHT Including Term, Course Number & Title, Credit Hours UT= Undergraduate Transferable	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Branch, Allen (P)	NUR 4257C- Introduction to Critical Care Nursing (3 cr.) (UT) (Fall, year 2)  NUR 4275C- Adult Critical Care (3 cr.) (UT) (Spring, year 2)	M.S.N. Wolford College of Anesthesia  B.S. Trevecca University	Physicians' Assistant Certification  Certified Registered Nurse Anesthetist
Cappo, Kathleen (F)	NUR3289 Foundations of Gerontology (3 cr.) (UT) (Spring, year 1)  NUR4828C Foundations of Nursing Healthcare Leadership & Management (3 cr.) (UT) (Fall, year 2)	M.S.N., Univ. of South Florida, 2006  B.S.N., Univ. of South Florida, 2006	Post Certification Certified Nurse Educator 2012  American Heart Association BLS Instructor
Cardenas, Tina (F)	MAN 3301 Human Resource Management (3 cr.) (UT) (Fall or Spring, year 2)  MAN 3240 Organizational Behavior (3 cr.) (UT) (Fall or Spring, year 2)	Doctor of Business Administration/Management, Argosy University  Master of Business Administration, Alabama A&M University  Institute for Education Management, Harvard Graduate School of Education	Over 12 years teaching business and management (undergraduate and graduate levels)  Professional trainer and consultant in industry for three years.

*Form Updated: January 2011*

## Faculty Roster

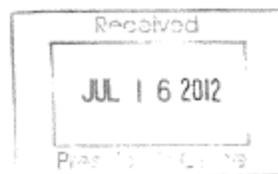
<b>NAME</b> <b>Full-time (F)</b> <b>Part-time (P)</b>	<b>UPPER DIVISION</b> <b>COURSES TAUGHT</b> <b>Including Term, Course Number &amp; Title,</b> <b>Credit Hours</b> <b>UT= Undergraduate Transferable</b>	<b>ACADEMIC DEGREES &amp;</b> <b>COURSEWORK</b> <b>Relevant to Courses Taught,</b> <b>Including Institution &amp; Major</b> <b>List specific graduate</b> <b>coursework, if needed</b>	<b>OTHER QUALIFICATIONS &amp;</b> <b>COMMENTS</b> <b>Related to Courses Taught</b>
Greenwald, Christine (F)	NUR4945 Nursing Capstone (2 cr.) (UT) (Spring, year 2)	M.S.N., Univ. of Central Florida, 2011  B.S.N., Univ. of South Florida, 2007	
McConnell, Lisa (P)	NUR4636C Community Health Nursing (3 cr.) (UT) (Fall, year 2)	D.N.P. Doctor of Nursing Practice, Univ. of South Florida  M.P.H. Master of Public Health, Univ. of South Florida  B.S. Nursing, Univ. of South Florida	
Palmer, Jeri (F)	NUR3895 Teaching & Learning for the Health Care Professional (3 cr.) (UT) (Fall or spring, year 1)	M.S.N., George Mason University, 2001  B.S.N., University of Central Florida, 1993  B.S. Columbia College, 1990	
Pisarski, Dawn (F)	NUR4178 Complimentary & Alternative Therapies in Healthcare (3 cr.) (UT) (Fall or Spring, year 2)	M.S.N., Daemen College, 2005  B.S.N., Daemen College, 1995	Certified Adult Nurse Practitioner Licensed: Florida  Certification Vocational Education, 1995  Certification Biology Secondary Education, 2007

Form Updated: January 2011

## Faculty Roster

NAME Full-time (F) Part-time (P)	UPPER DIVISION COURSES TAUGHT Including Term, Course Number & Title, Credit Hours UT= Undergraduate Transferable	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
TBA (P)	NUR3145 Pharmacology for Nursing Practice (3 cr.) (UT) (Spring, year 1)	Doctorate Prepared	
TBA (F)	NUR3080 Dimensions of Baccalaureate Nursing Practice (3 cr.) (UT) (Fall, year 1)  NUR3125 Pathophysiology for Nursing Practice (3 cr.) (UT) (Spring, year 1)  NUR3169 Inquiry and Evidence in Nursing Practice (3 cr.) (UT) (Spring, year 1)	Doctorate Prepared	
VonMerveldt, Mary (F)	NUR3065C Health Assessment, Wellness and Prevention (3 cr.) (UT) (Fall, year 1)	M.S.N., Univ. of Florida, 2008  B.S.N., Univ. of FL, 2007  B.S. Psy. Allegheny College, 2004	Pediatric Nurse Practitioner Licensed: Florida

Form Updated: January 2011



July 11, 2012

Dr. Norman L. Stephens, Jr.  
President  
South Florida Community College  
600 West College Drive  
Avon Park, FL 33825-9356

Dear Dr. Stephens:

The following action regarding your institution was taken at the June 2012 meeting of the Board of Trustees of SACS Commission on Colleges:

The Commission on Colleges reaffirmed accreditation. No additional report was requested. Your institution's next reaffirmation will take place in **2022** unless otherwise notified.

Please submit to your Commission staff member a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **August 15, 2012**, and also should include: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's Web site as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years before their next reaffirmation review. Institutions will be notified 11 months in advance by the President of the Commission regarding its specific due date.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the Commission staff member assigned to your institution.

Sincerely,

Belle S. Wheelan, Ph.D.  
President

BSW:cp

cc: Dr. Marsal P. Stoll



**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSION ON COLLEGES**

1866 Southern Lane • Decatur, Georgia 30033-4097

Telephone 404/679-4500 Fax 404/679-4558

www.sacscoc.org

January 13, 2012

Dr. Norman L. Stephens, Jr.  
President  
South Florida Community College  
600 West College Drive  
Avon Park, FL 33825

Dear Dr. Stephens:

This letter will confirm that South Florida Community College has applied for a change in level, from Level I (offers the associate degree as the highest degree) to Level II (offers the baccalaureate degree as the highest degree). The application will be considered at the June 2012 meeting of the SACSCOC Board of Trustees.

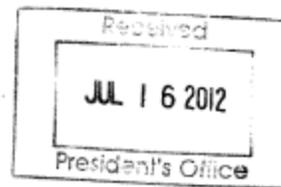
Regards,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.  
President

BSW/SLA:efk

cc: Dr. Leana Revell, Vice President, Educational and Student Services  
Dr. Marsal P. Stoll



July 11, 2012

Dr. Norman L. Stephens, Jr.  
President  
South Florida Community College  
600 West College Drive  
Avon Park, FL 33825-9356

Dear Dr. Stephens:

The following action regarding your institution was taken at the June 2012 meeting of the Board of Trustees of SACS Commission on Colleges:

The Commission on Colleges awarded membership at Level II to offer the Bachelor of Applied Science in Supervision and Management (including distance delivery of this program), and authorized a Substantive Change Committee to visit the institution to review continued compliance with the *Principles of Accreditation*. Please note that Commission policy states: "An institution may not initiate any expansion of programs at the new degree level until *after* the Commission has taken positive action on its continued accreditation following a Substantive Change Committee visit." (See Commission policy "Substantive Change for Accredited Institutions of the Commission on Colleges.")

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

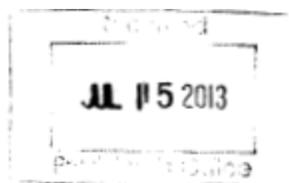
Sincerely,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.  
President

BSW:rlb

cc: Dr. Marsal P. Stoll



*7/10/13 Belle S. Wheelan*  
*[Signature]*

July 10, 2013

Dr. Thomas C. Leitzel  
President  
South Florida State College  
600 West College Drive  
Avon Park, FL 33825-9356

Dear Dr. Leitzel:

The following action regarding your institution was taken at the June 2013 meeting of the Board of Trustees of SACS Commission on Colleges:

The Commission on Colleges continued accreditation following an on-site committee review of membership at Level II offering the Bachelor of Applied Science in Supervision and Management offered through distance delivery (approved June 2012). No additional report was requested.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

*Belle S. Wheelan*

Belle S. Wheelan, Ph.D.  
President

BSW:cp

cc: Dr. Marsal P. Stoll

**FLORIDA COLLEGE SYSTEM**  
**Baccalaureate Limited Access Program Request**

<b>College:</b>	South Florida State College	<b>Degree(s) offered:</b>	BAS, AA, AS, AAS, Diploma, Certificate
<b>Program Title:</b>	Bachelors of Science in Nursing	<b>Six digit CIP code:</b>	51.3801

1. What is the justification for limiting access?

The Bachelor of Science in Nursing (BSN) program is designed for students who have completed an associate's degree or diploma nursing programs, passed their licensing examination as a registered nurse, and wish to continue their education. Upper-division course work is dependent upon the student having satisfactorily completed their lower-division nursing curriculum and licensing process.

2. How many students will the program plan to accommodate?

Fall \_\_\_30\_\_\_                      Spring \_\_\_30\_\_\_                      Academic Year Total \_\_\_30\_\_\_

3. When do you propose to initiate limited access?

We are currently seeking State Board of Education (SBE) approval for the BSN program at South Florida State College (SFSC). The proposed start date for the BSN program would be August 2014. All applicants, beginning with the first class, would enter as a limited access program.

4. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures.

The proposed BSN program is restricted to those students who are licensed registered nurses in the state of Florida and have completed an accredited nursing program. The following are required for admission into the SFSC BSN degree program:

- Applicants must complete an Application for Admission. This is available online at [www.southflorida.edu](http://www.southflorida.edu) or in the SFSC Admissions Office.
- Applicants for the BSN program must have an unencumbered Florida license as a registered nurse.
- Applicants must have an associate degree or diploma in nursing from a regionally or nationally accredited institution.
- Applicants must provide official transcripts from all previous educational institutions attended.
- International students must have their transcripts evaluated by a recognized international transcript evaluation service.

## Limited Access

- College or university transfer applicants must have minimum cumulative grade point average of 2.0 on a 4.0 scale in relevant transfer courses that apply toward the BSN degree.
  - Demonstrate proficiency in foreign language through any of the following means:
    - Completion of two years of high school instruction in the same foreign language, or
    - Completion of a minimum of eight college-level credits in one foreign language, per Florida Statute 1007.262.
5. Discuss the impact of the proposed action on the anticipated race and gender profiles of potential students. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program?

There is no negative impact on race or gender profiles of potential students anticipated. Current ADN students' gender and race of SFSC associate nursing program graduates is as follows:

**Student Demographic Data-Male/Female**

Academic Year	% Male	% Female
2008-2009	12	88
2009-2010	27	73
2010-2011	11	89
2011-2012	23	77

Though men represent only 6.6 percent of the U.S. nursing workforce, the percentage of men in associate, baccalaureate, and master's nursing programs nationally are 9.1 percent, 11.4 percent and 9.9 percent, respectively (AACN, 2012). The nursing program at SFSC has shown periodic increases in the number of male students. Area economic indicators and the increasing need for nurses in the workforce are cited as possible reasons for this increase.

**Student Demographic Data-Race**

Academic Year	% White	% Black	% Hispanic	% Asian	% American Indian
2008-2009	67	9	21	0	3
2009-2010	76	9	12	3	0
2010-2011	72	8	11	6	3
2011-2012	61	19	17	3	0

The past four years have represented a diverse population reflective of the community makeup. Should these percentages change significantly the college would increase recruitment efforts and implement incentive strategies to support a broad and diverse nursing student body.

6. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the

Limited Access

program rather than reallocating resources from programs with low market demand.

Registered nurses who have a BSN are in high demand. Employers validate that there are not enough baccalaureate prepared nurses to fill the current vacancies in regional health care agencies.

7. Provide any additional information that may be appropriate.

<b>Request Initiated by:</b>	Dr. Leana Revell, Vice President for Educational and Student Services
<b>EEO Officer's Signature:</b>	
<b>Chief Academic Officer's Signature:</b>	
<b>Date of Chief Academic Officer's Signature:</b>	September 28, 2013

*If this request is for an existing baccalaureate degree program, send the completed form to:*

*Vice Chancellor for Academic and Student Affairs  
Division of Florida Colleges  
Florida Department of Education  
325 West Gaines Street, Suite 1544  
Tallahassee, Florida 32399-0400*

*If this request is part of a new baccalaureate degree program proposal, submit this form, along with the other required documents, to the contacts listed on the Program Proposal Template.*

Limited Access Form Updated 7/2012

**Course Descriptions**  
**South Florida State College**  
**Bachelor of Science in Nursing (BSN)**

**NUR3080      Dimensions of Baccalaureate Nursing Practice      3 credit hours**

This course focuses on the transition of nursing students from an associate degree program to the role of the BSN nursing graduate. Development of a variety of learning strategies and the approaches to enhance academic success will be emphasized. The history and evolution of the nursing profession, ethical imperatives, and current trends and issues impacting professional practice in an evolving healthcare delivery environment are foundations for the development of the professional nursing. The role of the BSN-prepared graduate focuses on utilization of evidence—based nursing practice, advanced leadership and management skill in a variety of settings within a global community. This course is delivered in web-based format.

**NUR3065C    Health Assessment, Wellness, and Prevention      3 credit hours**

Includes laboratory experience. This course builds upon previous knowledge of health assessment to prepare the student to complete comprehensive and holistic evaluations of client health, interpret health data, and educate clients' regarding health-promoting behaviors across the lifespan. Documentation of findings and teaching provided will also be evaluated, reinforced, and refined. This is a hybrid course that incorporates web-based components with the advantage of live skills lab practice and simulation.

**NUR3125      Pathophysiology for Nursing Practice      3 credit hours**

This course focuses on cellular alterations in organ systems as they relate to selected disease states that impact the health of people as holistic beings. Special emphasis is placed on critical thinking and clinical decision making related to these alterations in homeodynamic balance, their presentation and implications for nursing practice. Pre-requisite: CHM2045C.

**NUR3145      Pharmacology for Nursing Practice      3 credit hours**

This course will address major concerns in health care which include discussion of safe medication administration practices and medication reconciliation. Improvement in delivery processes to improve safety and quality of care thereby improving client outcomes will be emphasized. Basic and clinical concepts of pharmacology in nursing practice are discussed. The course examines pharmacotherapeutics; pharmacodynamics; pharmacokinetics; adverse reactions and contraindications; therapeutic indications and nursing implications related to the assessment and management of symptoms across the lifespan. Pre-requisite: CHM2045C.

**NUR3169      Inquiry and Evidence in Nursing Practice      3 credit hours**

This course teaches the relationship of nursing research and the utilization of evidence-based practice. This course explores the research process as a foundation for acquiring the skills needed to access, critically appraise, and synthesize research literature. A nursing approach to information technology is also examined. Concepts in healthcare informatics, trends and innovative strategies and applications are introduced. The purpose of this course is to examine the processes required to translate and integrate evidence into nursing practice. A mixed, or hybrid delivery format will be utilized to deliver this course. Prerequisite: STA2023.

**NUR3289 Foundations of Gerontology 3 credit hours**

This course examines the aging process and its impact on individuals, families, and the community. End of life issues, such as care options and settings, and the impact of the elderly on society are explored. The focus is on the application of current gerontological theory to the care of diverse populations of aging clients. Emphasis is placed on the aging population and the need for a transformational leadership in a health workforce that is capable of delivering competent care to older adults. Emphasizes the growing vulnerable population focusing on the leadership role of the nurses in advocacy, cultural competence, and ethical issues specific to social justice and distribution of resources. The course delivery method will be hybrid, incorporating web-based components.

**NUR4828 Foundations of Nursing Healthcare Leadership and Management 3 credit hours**

Principles of nursing leadership and management with an emphasis on decision-making, priority setting, delegating, and managing nursing care. Focus on preparation of the professional nurse to work collaboratively in the interdisciplinary health care environment. This core course is offered in a web-based format and is the first in a series of three courses for the Nursing Leadership and Management focus. Prerequisite: NUR3080.

**NUR4636C Community Health Nursing 3 credit hours**

In-depth examination of the holistic nursing role in community health nursing, public health, epidemiology, culture, and promoting an environment essential to health promotion/disease prevention and teaching of groups in community settings. This course is presented in a hybrid format with a community practicum component (48 hours) providing the learner with opportunities to practice the principles of community health nursing in a variety of healthcare settings. This core course is the first in a series of three courses for the community nursing focus.

**NUR4945C Nursing Capstone 3 credit hours**

This capstone experience integrates the academic and practical knowledge acquired during the curriculum to further develop the student's application of the nursing process. Critical reasoning and communication skills necessary to provide excellent care in culturally diverse healthcare settings are reinforced. Health promotion, risk reduction, direct and indirect compassionate care of patients, families and aggregates are emphasized. Students foster a commitment to lifelong learning through reflection on personal and professional growth and competence. This course includes a clinical practicum to enhance the student's confidence in the knowledge and expertise required in areas of complex patient care management, and recognition of one's nursing conscience in the advanced professional role. The practicum includes opportunities for evidence-based scholarly inquiry, professional writing, and presentation. The student is required to demonstrate the competencies consistent with program outcomes.

## **Focused Electives**

### **(Two electives constitute a selected topic focus)**

#### **LEADERSHIP AND MANAGEMENT FOCUS ELECTIVES**

**MAN 3301 Human Resource Management 3 credit hours**

This course examines all aspects of human resources including job descriptions, work force planning, training, development of policies and procedures, reward systems, and due process relative to personnel management. Employment laws and labor relations will also be covered. Prerequisite or Co-requisite: NUR4828C.

**MAN 3240 Organizational Behavior 3 credit hours**

This course investigates the study of individual and group behavior in organizations including motivation, conflict, work stress, power, politics and other challenges of leadership. Emphasis is on ethics, leadership, communication, and decision-making.

#### **CLINICAL SPECIALTY FOCUS ELECTIVES**

**NUR 4257C Introduction to Critical Care Nursing 3 credit hours**

The content of course is to provide advanced knowledge and skills in critical care nursing for registered nurses enrolled in the RN to BSN program and intending to work in or have interest in learning about critical care nursing. The course is an introduction to critical care nursing. Content areas are developed around the body systems: cardiovascular, pulmonary, neurological, gastrointestinal, renal, endocrine, hematological and multisystem disorders.

**NUR 4275C Adult Critical Care 3 credit hours**

This is the second course designed to provide advanced knowledge and skills in critical care nursing for registered nurses enrolled in the RN to BSN program and intending to work in or have interest in learning about critical care nursing. Content areas are developed around the body systems: cardiovascular, pulmonary, neurological, gastrointestinal, renal, endocrine, hematological and multisystem disorders. Prerequisite: NUR 4257C.

#### **COMMUNITY NURSING FOCUS ELECTIVES**

**NUR 3895 Teaching and Learning for the Healthcare Professional 3 credit hours**

This course focuses on methods for educating health care professionals and clients at the institutional, programmatic, and individual level. Emphasis is placed on a working relationship with health care service organizations to develop educational programs related to health, wellness, disease, disease prevention, and quality of life. The importance of effective and appropriate communication skills in the delivery and evaluation of educational components is also emphasized. Challenges and barriers to learning including the concept of cultural diversity will be included.

**NUR4178 Complimentary and Alternative Therapies in Healthcare 3 credit hours**

This course, an elective for the Community Nursing focus, provides history, theory, principles, outcomes, and research of complimentary and alternative medicine. Students will gain knowledge of mind/body, self-healing, modalities that can be integrated into their healthcare practice. Emphasis will be placed on the application of course material and concepts in the student's current work environment.

**FLORIDA COLLEGE SYSTEM  
ENROLLMENT, PERFORMANCE AND BUDGET PLAN  
(NEW BACCALAUREATE PROPOSALS ONLY)**

COLLEGE NAME: SOUTH FLORIDA STATE COLLEGE

CONTACT NAME: Glenn Little

DEGREE NAME: NURSING

CONTACT PHONE NUMBER: 863.784.7218

	BUDGETED	PROJECTED	PROJECTED	PROJECTED	PROJECTED
	2013-14	2014-15	2015-16	2016-17	2017-18
<b>I. PLANNED STUDENT ENROLLMENT</b>					
A. Student Headcount	0	30	60	60	60
B. Upper Division Student Credit Hours Generated (Resident)	0	600	1,320	1,320	1,320
Upper Division Student Credit Hours Generated (Nonresident)	0	0	0	0	0
Upper Division Total Student Credit Hours Generated (Resident and Nonresident)	0	600	1,320	1,320	1,320
C. Upper Division Student FTE (30 Credit Hours) - (Resident)	0.0	20.0	44.0	44.0	44.0
Upper Division Student FTE (30 Credit Hours) - (Nonresident)	0.0	0.0	0.0	0.0	0.0
Upper Division Student FTE (30 Credit Hours) - (Resident and Nonresident)	0.0	20.0	44.0	44.0	44.0
<b>II. PLANNED PERFORMANCE</b>					
A. Number of Degrees Awarded	0	0	20	50	50
B. Number of Placements	0	0	20	45	50
C. Projected Annual Starting Salary	0	0	\$62,500	\$62,500	\$62,500
<b>III. PROJECTED PROGRAM EXPENDITURES</b>					
<b>INSTRUCTIONAL</b>					
1. Faculty Full-Time FTE	-	0.8	1.0	1.0	1.0
2. Faculty Part-Time FTE	-	0.3	0.5	0.5	0.5
1. Faculty Full-Time Salaries/Benefits	\$0	\$55,493	\$73,990	\$73,990	\$73,990
2. Faculty Part-Time Salaries/Benefits	\$0	\$6,264	\$10,440	\$10,440	\$10,440
3. Faculty Support: Lab Assistants, etc	\$8,214	\$14,623	\$14,623	\$14,623	\$14,623
<b>OPERATING EXPENSES</b>					
1. Academic Administration	\$64,224	\$42,816	\$42,816	\$42,816	\$42,816
2. Materials/Supplies	\$2,000	\$4,000	\$14,500	\$27,250	\$27,250
3. Travel	\$1,000	\$2,000	\$3,500	\$3,500	\$3,500
4. Communication/Technology	\$0	\$1,000	\$1,000	\$1,000	\$1,000
5. Library Support	\$0	\$3,000	\$3,000	\$3,000	\$3,000
6. Student Services Support	\$0	\$10,000	\$15,000	\$15,000	\$15,000
7. Professional Services	\$0	\$0	\$0	\$0	\$0
8. Accreditation	\$750	\$3,500	\$7,515	\$1,200	\$1,200
9. Support Services	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
<b>CAPITAL OUTLAY</b>					
1. Library Resources	\$1,000	\$6,500	\$3,000	\$3,000	\$3,000
2. Information Technology Equipment	\$2,000	\$1,000	\$1,000	\$1,000	\$1,000
3. Other Equipment	\$0	\$1,000	\$2,500	\$2,500	\$3,000
4. Facilities/Renovation	\$0	\$0	\$0	\$0	\$0
<b>TOTAL PROJECTED PROGRAM EXPENDITURES</b>	<b>\$80,188</b>	<b>\$152,196</b>	<b>\$193,885</b>	<b>\$200,320</b>	<b>\$200,820</b>
<b>IV. NATURE OF EXPENDITURES</b>					
1. Recurring	\$77,188	\$143,696	\$187,385	\$193,820	\$193,820
2. Nonrecurring	\$3,000	\$8,500	\$6,500	\$6,500	\$7,000
<b>TOTAL</b>	<b>\$80,188</b>	<b>\$152,196</b>	<b>\$193,885</b>	<b>\$200,320</b>	<b>\$200,820</b>
<b>V. SOURCES OF FUNDS</b>					
<b>A. REVENUE</b>					
1. Special State Nonrecurring	\$0	\$0	\$0	\$0	\$0
2. Upper Level - Resident Student Tuition Only	\$0	\$71,598	\$157,516	\$157,516	\$157,516
Upper Level - Non-Resident Student Fees Only	\$0	\$0	\$0	\$0	\$0
Upper Level - Other Student Fees	\$0	\$1,050	\$10,500	\$24,000	\$24,000
3. Contributions or Matching Grants	\$0	\$0	\$0	\$0	\$0
4. Other Grants or Revenues	\$0	\$0	\$0	\$0	\$0
5. Florida College System Program Funds (formerly Community College Program Fund)	\$80,188	\$79,548.01	\$25,868.96	\$18,803.96	\$19,303.96
6. Unrestricted Fund Balance	\$0	\$0	\$0	\$0	\$0
7. Interest Earnings	\$0	\$0	\$0	\$0	\$0
8. Auxiliary Services	\$0	\$0	\$0	\$0	\$0
9. Federal Funds - Other	\$0	\$0	\$0	\$0	\$0
<b>B. CARRY FORWARD</b>					
<b>TOTAL FUNDS AVAILABLE</b>	<b>\$80,188</b>	<b>\$152,196</b>	<b>\$193,885</b>	<b>\$200,320</b>	<b>\$200,820</b>
<b>TOTAL UNEXPENDED FUNDS (CARRY FORWARD)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**NOTE: THIS FORM IS EFFECTIVE UNTIL JUNE 30, 2014 (FOR FISCAL YEAR JULY 1, 2013 TO JUNE 30, 2014)**