

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
PROGRAM PROPOSAL COVER SHEET**

1. Institution Longwood University		2. Program action (Check one): Spin-off proposal <input type="checkbox"/> New program proposal <input checked="" type="checkbox"/>	
3. Title of proposed program Bachelor of Science in Nursing (BSN)		4. CIP code 51.1601	
5. Degree designation Bachelor of Science in Nursing (BSN)		6. Term and year of initiation Fall 2009	
7a. For a proposed spin-off, title and degree designation of existing degree program _____			
7b. CIP code (existing program) _____			
8. Term and year of first graduates Spring 2013		9. Date approved by Board of Visitors _____	
10. For community colleges: date approved by local board _____ date approved by State Board for Community Colleges _____			
11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s) _____			
12. Location of program within institution (complete for every level, as appropriate). School(s) or college(s) of <u>Cook - Cole College of Arts and Sciences</u> Division(s) of _____ Campus (or off-campus site) <u>Farmville, VA</u> Distance Delivery (web-based, satellite, etc.) _____			
13. Name, title, telephone number, and e-mail address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal. Jean Sorrells-Jones, PhD, RN, FAAN. 434-315-1372 or 434-296-3631. sorrellsjonesj@longwood.edu			

# **New Program Proposal**

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### iii) Description of Proposed Program

The establishment of a four year baccalaureate nursing program at Longwood University is a natural extension of the mission of the university to “transform capable men and women into citizen leaders, fully engaged in the world around them” (Longwood, 2007). Citizen leaders are viewed as being the bedrock of a democracy, individuals who make our nation work. While at Longwood students equip themselves with the tools necessary to contribute to the nation and the world. These tools are built on a foundation of education, values and service. An undergraduate nursing program offers the opportunity to bring a new group of students to Longwood for preparation in a profession that is a classic application of the vision of the institution. Longwood University believes that contributing to the health and well-being of the Farmville region is part of its mission, and the program offers the potential to enrich the pool of baccalaureate prepared nurses available to meet the health care needs of the region.

- The proposed baccalaureate program in nursing is developed from the belief that baccalaureate education is the basic preparation for practice as a professional nurse, and is designed to prepare graduates for entry level generalist practice in professional nursing in a variety of settings. Upon completion graduates will be eligible to take the National Council Licensure Examination (NCLEX-RN) and obtain a license to practice professional nursing.

The program is designed to prepare graduates who can “provide high quality, compassionate health care; demonstrate leadership for the nursing profession; and enhance the common good for citizens of the Commonwealth of Virginia and the nation”. Graduates will have a strong foundation in the liberal arts, sciences and humanities; a well established framework of professional values, and a commitment to life long learning and professional development.

- The proposed program will require 121 credits. It has 41 general education credits plus 7 additional credits required for a BS degree at Longwood University. An additional 12 credits in natural sciences are required for the nursing major. A 3 credit course in growth and development is also identified as a major requirement. The remaining 59 credits will carry a nursing prefix. These credits are distributed as:  
Clinical courses – 30 credits  
Clinical laboratory courses – 6 credits  
Clinical internship course – 3 credits  
Seminar courses – 20 credits

Some choice in courses exists among the general education requirements but there are no free electives in the program. A catalog overview of the required curriculum, a year by year sample course of study, and catalog descriptions of all major courses can be found in Appendix A.

Opportunities for clinical experiences with a wide range of patients and families in diverse health care settings will be provided from the second through the fourth years of the program. Inpatient and outpatient health care organizations in the region have expressed both the ability and eagerness to serve as clinical sites for student learning. An externship experience is planned for the summer after the junior year, and a major 280 hour precepted clinical practicum is designed as a transition to practice experience during the final semester of the program. A summary of major clinical sites is included in Appendix A.

- Students will be admitted to the BSN program as freshmen or as second year internal or external transfer students. Freshman admission will follow the same process and requirements as general Longwood University admission. “Admission decisions for freshmen are competitive and are based on academic performance in high school including academic units completed, cumulative grade point average, scores on the SAT or ACT college entrance test, and class rank if available. Personal statements and participation in school and community activities are also considered” (Longwood, 2008). The nursing program is rigorous, with an extensive required science base, and an advanced studies diploma is preferred for applicants from the Commonwealth of Virginia.

Minimum high school requirements include:

English – 4 years

Math – 3 years including Algebra I, Algebra II, Geometry

Science – 3 years

History/Social Studies – 3 years

Foreign Language – a minimum of 2 years of one foreign language

Health/Physical Education – 2 years

Fine or Practical Arts – 1 year

Students may transfer into the BSN program for fall of the sophomore year as space permits as long as all required first year courses have been successfully completed. External transfer applicants are expected to have completed at least 30 credits with a minimum cumulative GPA of at least 2.5. The program proceeds in a clearly defined pattern which cannot be easily modified. Therefore all students will be expected to attend full time. Part time study will not generally be permitted.

- Nine new faculty lines will be needed to implement the program. Faculty will be recruited who possess the appropriate range of clinical expertise to meet all State Board of Nursing requirements and recommendations of the American Association of Colleges of Nursing (AACN). All tenure eligible faculty will possess a doctoral degree, a master’s degree in nursing and relevant experience. Adjunct faculty will hold a master’s degree in nursing and have relevant clinical experience. Two of the faculty positions will be broken up and used to hire clinical adjunct faculty to assist in the clinical teaching mission since state Board

of Nursing regulations mandate that the faculty student ratio for clinical instruction cannot exceed 1:10. Faculty will be recruited and hired in a sequential pattern one year in advance of the implementation of each year of the program. Full scale recruitment efforts will be initiated in the fall of 2008. Currently Dr. Jean Sorrells-Jones is serving as the interim program director to coordinate these efforts. One faculty member is being hired during the planning year to implement the planning for the admission of the first class of students. Abbreviated vitae for the interim program director and first faculty hire are included in Appendix B. Details of the plan for faculty recruitment and hiring are outlined in section vi on projected resource needs related to faculty.

- Graduates of the BSN program will be able to:
  1. Integrate knowledge from the arts, sciences and humanities into professional nursing practice.
  2. Deliver high quality, patient centered, technologically proficient care to individuals, families, group and communities in varied settings.
  3. Incorporate professional values and standards into compassionate nursing practice.
  4. Act as effective advocates for consumers of health care and the profession of nursing, particularly in pursuit of the goals of equity, access and social justice in health care.
  5. Function as effective members of the health care team demonstrating excellent interprofessional communication.
  6. Demonstrate beginning skills in point of care leadership, management and care coordination across settings and with varied multicultural populations.
  7. Participate in point of care quality and safety initiatives using outcome data to expand the evidence base for professional practice.
  8. Demonstrate commitment to life long learning and professional development.

Student learning will be assessed through a variety of formative and summative assessment methods which reflect the program outcomes. Each course syllabus outlines the specific teaching/learning and outcome assessment approaches used in the course and/or clinical setting. Several of the nursing courses have also been structured to contribute to Longwood University general education goals related to oral and written expression. A minimum grade of C is required for all courses in the nursing major.

Student feedback about the learning experience will be elicited each semester as part of the established Longwood University course evaluation process. This data will be evaluated each semester by the individual instructional faculty and annually by the faculty curriculum committee and program director. In addition to scheduled course evaluations the nursing program will also be folded into the ongoing Longwood University assessment plan which includes 1) survey of graduating seniors 2) survey of employers 3) the Student Satisfaction Inventory

and 4) alumni surveys as appropriate. An intention to establish a new nursing program application has been submitted to the Virginia Board of Nursing and received approval to continue to the submission of an application for provisional approval. Full approval will be sought once students begin to complete the program. The BSN program will also apply for review and accreditation by the Commission on Collegiate Nursing Education (CCNE), the accrediting arm of the American Association of Colleges of Nursing (AACN), once it is established and has successfully graduated a class of students. The topics which are addressed below reflect the requirements of the accreditation process. Initial benchmarks are included for each area and progress toward meeting these standards and benchmarks will be assessed annually by the faculty and program director. Plans for correction will be developed as needed.

- **NCLEX-RN Pass Rates.** The National Council Licensure Examination (NCLEX-RN) is a mandatory requirement for acquiring a license to practice nursing. Therefore NCLEX-RN pass rates will be a major summative outcome measure for the nursing program. A benchmark of 90% of the graduating class successfully passing the licensure examination on the first attempt has been established and will be evaluated annually as soon as performance results are available from the state licensing agency. Because of the importance of this outcome standard a **comprehensive exit exam** will be administered to all students during the NURS 4\*\* Transition to Professional Practice Practicum in the final semester of the program. It will serve as a measure of student readiness to successfully take the licensure exam. The program will use a benchmark score of 850 for the HESI Exit Exam, or other comparable diagnostic test, and 90% of students will be expected to achieve a score of 850 or better within two tries. Student results will be analyzed by the faculty and program director annually. Plans will be developed for intervention and remediation to coach students to success if necessary.

**Enrollment.** The enrollment target for the BSN program is 30 FTE students moving into the second year clinical courses. These students will be drawn from freshman admissions and sophomore transfer students. The student cohort will at least match, and ideally exceed, the standard Longwood admission profile. The program acknowledges that it may require several years to achieve and stabilize program enrollment. The initial enrollment benchmark will be for at least 75% of the target level during the first two years and greater than 90% within five years. **Ethnic and economic diversity** is an additional enrollment goal. The benchmark will be that the diversity of the students in the BSN program match the diversity of Longwood University as a whole.

**Retention/Graduation Rates.** College students frequently change their minds about their major several times during their college experience. Therefore, **freshman retention** will be tracked but not be benchmarked. If, however, Freshmen retention levels fall below 70% an examination of admission standards

and academic support services will be undertaken. Nursing majors will only take one nursing course during that year and attrition is more likely to be related to difficulties adjusting to college overall or problems related to the science prerequisites than to program related issues. A retention/graduation rate benchmark that 85% of students entering the second year clinical courses will graduate within four additional years will be used.

**Program Satisfaction.** Students will be surveyed during their final semester concerning their general satisfaction with the program and their preparation for the world of practice. The program will establish a benchmark of at least 90% of students expressing satisfaction/great satisfaction with their educational experience and preparation for the job market. Graduates will be resurveyed one to two years after their graduation from the university using the same benchmark.

**Job Placement.** Initial data about job placement will be obtained when program satisfaction is first assessed, during the final semester of the program. It will be reassessed during the follow-up survey. The program will use a benchmark that at least 90% of those surveyed will be employed in nursing or be currently enrolled for graduate study.

**Employer Satisfaction.** Employer satisfaction with the performance of Longwood University BSN graduates will be surveyed one year after graduation with a benchmark that 90% of respondents will report that they are satisfied/very satisfied with the performance of the graduate.

**Accomplishments of Graduates.** The outcome evaluation plan will also include surveying graduates five years after graduation to obtain data about career progression, certification status, graduate or certificate study, and participation in professional organizations and activities such as research, scholarship and presentations. No benchmarks for accomplishments have been established at this time.

- The proposed BSN program is not an expansion of an existing certificate, option, concentration, track, minor or major and approval will not result in the closure of any existing program.
- The proposed program is not a collaborative program with any other institution of higher education, business or industry. However a wide variety of clinical facilities in the Farmville region have agreed to partner with the program to offer appropriate clinical experiences for students.

#### **iv) Need for the Proposed Program**

##### **Justification**

- The current nursing shortage, which began in 1998, still exists in most of the country despite many efforts to impact the diminishing supply of nurses. The shortage ranks near the top of the most important problems affecting hospitals and other healthcare organizations. It is interfering with the healthcare system's capacity to provide patient care, and is associated with an increased risk of adverse patient outcomes including creation of medical errors and increased patient mortality (Buerhaus, 2006).

Within the next two decades, the US will face the challenge of replacing much of the nursing workforce. The shortage of registered nurses could reach as high as 500,000 by 2025 (Buerhaus, 2008), and an annual increase of 30,000 graduates from schools of nursing is recommended. The average age of RNs is in the mid-40s and most will retire after 2010, just when the nation's 80 million baby boomers will reach an age where they will need an increase in nursing care. If more nurses are not made available the health care system could be crippled (Buerhaus, 2006).

Virginia also is experiencing a shortage of professional nurses in both clinical and educational roles. In 2001 the Advisory Council on the Future of Nursing in Virginia was enacted by the General Assembly to develop recommendations to resolve issues pertaining to nurse education, recruitment, and retention. The Council reports to and cooperates with the State Council of Higher Education for Virginia (SCHEV) and the Virginia Board of Nursing in the development of a strategic statewide plan to ensure an adequate supply of nurses.

Since 2002, the various study groups have submitted a variety of reports documenting the seriousness of the need to expand the preparation of nurses in Virginia. A two part report released by SCHEV in 2004 estimated that Virginia will need to double its current average number of new licenses per year (1,900) to meet the demand for new RN positions and replace retiring nurses. The report concluded that the need for FTE RN's is projected to increase by 42% between 2000 and 2020, a rate that is slightly higher than the national demand. The supply of nurses per capita in Virginia is estimated to be 40<sup>th</sup> among the 50 states. The report projects that by 2010 the number of annual retirees will begin to exceed the number of new nurses produced by schools in the Commonwealth. The Central region of Virginia (as described by SCHEV in the 2004 report on the nursing shortage) is one of several state areas that have actually experienced a decline in FTE RN's (10%) during the initial study period while simultaneously being identified as one of the areas of fastest growing projected need. The SCHEV report recommended:

- increasing the current number of nursing faculty by 15% in two years and an additional 35% within 12 years;
- expanding institutions' capacity to prepare students in basic nursing programs by 15% more students in two years, and an additional 35% within 12 years;



- increasing the number of graduates from basic and advanced degree nursing programs by 15% in five years and an additional 35% within 15 years.

The education of nurses to meet future needs is a complex situation. Enrollment in schools of nursing declined for five years between 1995 and 2000, but that trend has reversed since 2001. The American Association of Colleges of Nursing (AACN) reported in December of 2007, however, that the rate at which nursing schools have been able to increase student capacity has declined sharply since 2003. Most troubling however is the fact that while interest in a career in nursing remains strong, thousands of qualified applicants continue to be denied admission due to lack of faculty, lack of classroom space, and insufficient clinical training space (Buerhaus, 2006). The AACN estimates that over 30,700 qualified applicants were denied admission to baccalaureate nursing programs in 2007 (AACN, 2008).

The 2004 SCHEV report acknowledged that numerous nursing education programs exist in the Commonwealth and that they are well distributed throughout the state. The number of baccalaureate programs, however, is more limited and there is only one baccalaureate program in the entire Central region, and it is located in urban Richmond. There is widespread agreement that a larger, well-educated nursing workforce is needed to address the healthcare needs and demands of Virginia and the nation. Existing educational programs have been encouraged to expand and have done so, but additional nursing education spaces are clearly needed. The report acknowledges that there are serious limits on the number of students who can be admitted. Clinical facilities quickly become overcrowded, especially in the specialty areas, and the quality of the learning experience can be compromised. The new program at Longwood University is relatively small but particularly attractive because it will utilize new clinical agencies in a region of the Commonwealth that is not already being heavily used for the clinical education of existing students.

- **Employment Demand**

The ongoing nursing shortage in the United States has made the employment picture for registered nurses consistently strong into the foreseeable future. The Virginia Workforce Connection (<http://www.vawc.virginia.gov>) projected short term occupational employment in Virginia for a base year of 2006 through 2008 for a variety of occupations. The 2006 estimated employment for registered nurses was 55,909 with a 2008 projected demand of 58,432. This represents an increase of 2,523 nurses. Long term projections indicate that this level of need will continue into the future with a projected need of 69,587 registered nurses in 2014. This represents an average of 2,700 new annual openings. Of this total approximately 1,600 reflect increased growth in the health care market and the remainder reflect replacement needs. SCHEV data on program completion for

2006-2007 show that about 1400 new baccalaureate degrees were conferred by the Commonwealth's public and private universities (<http://www.research.schev.edu/Completions>). This total includes hundreds of nurses who already hold RN licenses from associate degree or diploma programs and have returned to school to gain a baccalaureate degree. They are not all new nurses.

There are three major educational paths to registered nursing – a bachelor of science degree in nursing (BSN), an associate degree in nursing (AD) and a diploma. Graduates from any of these three program types may sit for the national licensure exam (NCLEX-RN) and qualify for most entry level positions. A bachelor's degree is necessary for a broader scope of practice and becomes increasingly preferred/required for managerial and specialty practice as a nurse's career develops. Many career paths are open only to nurses with bachelor's or master's preparation. This trend has grown steadily as research continues to show that the number and educational level of the bedside registered nurses decreases both the morbidity and mortality of patients. (Aiken, 2003). The American Organization of Nurse Executives (AONE) has joined AACN in endorsing baccalaureate education as the minimal educational preparation for professional nursing (AONE, 2004). Overall job opportunities are expected to remain excellent for all types of registered nurses, but RN's with at least a bachelor's degree will experience better job prospects than those without a degree. The Bureau of Labor Statistics affirms that employment of registered nurses is expected to grow at least 23 percent between 2006 and 2016, a rate that is much faster than the average for all occupations (<http://www.bls.gov/oco>).

It is difficult to open a newspaper or nursing journal without being inundated with advertisements for nursing jobs. In addition, job seekers are increasingly using the WEB as a primary tool for job searching and most institutions post their vacancies in this form. A recent visit to the CentraHealth –Lynchburg website found over 40 nursing positions posted for their facilities, including 10 positions directly targeted at new graduates (<http://www.centrahealth.com>). The INOVA Health System is a very large health care organization in Northern Virginia with multiple facilities and services. A recent visit to their website found over 300 posted positions for registered nurses at all career levels (<http://www.inova.org>). A few examples of website postings, newspaper advertisements, and advertisements from professional journals are included in Appendix C. Most entry level clinical positions do not indicate a need for baccalaureate preparation but that requirement is readily evident in the ads for nurses working in intensive care environments and those looking to assume greater responsibility in the care of patients. Letters from a few regional clinical facilities are also included in the Appendix which demonstrate enthusiasm for a new source of baccalaureate prepared nurses in the Commonwealth of Virginia.

## Student Demand

- Longwood University is seeking to establish a baccalaureate nursing program in an effort to attract a new cadre of well prepared students to the university and to continue to address its mission of service and contribution to the Central region of Virginia. The student demand for this new program is primarily based on an understanding of the national and regional nursing shortage and the clear national indicators that interest in a nursing career far outstrips the ability of current educational institutions to educate students. Virginia private and public institutions have put a great deal of effort into expanding the ranks of undergraduate nursing students, but demand still outpaces availability. There are 18 baccalaureate programs in the Commonwealth of Virginia; eight are housed in public institutions and 10 in private institutions. Five of the public programs are located in urban areas. The Central region of Virginia currently has only one state sponsored baccalaureate program which is based in Richmond. The Central region can be seen to be underserved and Longwood University offers a non-urban alternative for the educational experience.

Although current student demand at Longwood has not been a major driving force for the development of the program, informal inquiries about the program are already being received via phone call and E mail by faculty, administrators, admissions staff and career services staff. Two groups of students are being surveyed about their current interest in a nursing program as students return to campus for the fall 2008 semester. The survey will be distributed to undeclared majors in the entering Freshman class and to students in the Biology 121 and 206 courses who are in the pre-professional health track. These results will be summarized in the appendix.

- AACN estimates that over 30,000 qualified applicants were turned away from baccalaureate programs nationwide in 2007 (AACN, 2007). Conversations with the admissions offices at several schools of nursing in our region demonstrated that similar enrollment challenges continue to exist in Virginia despite recent efforts at expansion, particularly at public institutions.

### Virginia Commonwealth University

VCU has been able to accept only 10% of the applicants to their traditional baccalaureate program over the last 2 years. They received 400 applications for 40 available spaces for the entering class in 2008. VCU has the only state sponsored baccalaureate program in the Central region of Virginia.

### University of Virginia

UVA received 370 applications for the traditional baccalaureate program in 2007 and 404 for 2008. Fifty seven students were accepted each year. An additional 154 applications were received for transfer into the second year in 2007 and 133 in 2008. Eighteen students were accepted in 2007 and 20 in 2008.

#### Old Dominion University

ODU has received in excess of 300 applications each year and is able to accept just 100 students into the baccalaureate program. The admissions coordinator also shared that most of the rejected applicants had better than a 3.3 GPA.

#### James Madison University

JMU uses a two stage admission process for the nursing program. Students first apply and are accepted to the university, declaring nursing as their major. They must reapply after two years, however, and acceptance is not guaranteed. In 2007, 204 students initially declared nursing as a major and 218 declared nursing in 2008. The program is able to accept 120 total students after having doubled their enrollment in recent years. They are still unable to accept about 40 students a year who have successfully completed all prerequisites for the program.

#### Lynchburg College

Lynchburg has significantly expanded its enrollment in the nursing program but demand still outstrips availability. Lynchburg received 364 applications for its Freshmen and transfer slots in 2007 and was able to accept 211. It received 433 applications in 2008 and accepted 244.

#### Liberty University

Liberty reports that after having substantially increased their enrollment over the last few years they are now able to accept most qualified students who seek admission. They received 138 qualified applications in 2007 and accepted 126. The number of qualified applicant in 2008 was 142 with 126 accepted.

- The initial goal for the program is to graduate about 30 students annually. It is challenging to anticipate how many students will need to be recruited and admitted in the first year to support a student class size of 30 in the nursing major. The program is rigorous with a substantial science base and program attrition in the first two years may be substantial. The first years of college are also a time of intense growth and reflection for many students and we anticipate that a proportion of students may well change their minds about nursing as a career once their horizons are expanded by the many opportunities of college. However, anecdotal evidence from other baccalaureate programs in the state indicates that these enrollment shifts are frequently more than counterbalanced by other students in the university who come to choose nursing as a career after they begin

their college careers. We are also anticipating that transfer applications will emerge from the variety of community colleges in the Central region of Virginia since VCU is the only current baccalaureate option. The challenge of enrollment management is heightened by Board of Nursing regulations mandating that clinical sections be limited to 10 students for each faculty member. With all of these considerations in mind we have decided to limit first year enrollment to 35 students and use second year transfer students to balance the class and ensure that approximately 30 students are moving into the major clinical experiences. Five years are allotted to fine tuning enrollment management. It may be possible to increase these numbers in the future but it is important to not overwhelm the area's clinical agencies in the initial years of the program and these numbers are believed to be conservative and attainable considering overall demand in the Commonwealth. Because of the lockstep nature of the curriculum all students will be expected to attend fulltime and part-time study would be an exception that requires careful planning and approval.

### **Duplication**

- The proposed program is not unnecessarily duplicative of programs at other institutions in Virginia. Baccalaureate nursing education is fairly tightly constrained by licensing and accrediting standards and most programs look similar once a student begins the major. Students are expected to learn about and have experiences with patients of all age groups in a variety of inpatient and community settings. Their practice must be built upon a solid foundation of liberal arts, with particular emphasis on biological sciences, cultural understanding, written and oral communication, values and ethical reasoning, health policy, management and systems thinking, and research and evidence based practice. The primary differences between programs reflect institutional variations in regard to general education and liberal arts work. Longwood University has an extensive and carefully structured general education program which is reflected in the requirements of the program. The accrediting agency of the AACN, the Commission on Collegiate Nursing Education (CCNE), requires that all programs incorporate the content and objectives outlined in the *Essentials of Baccalaureate Education* (AACN, 1998). An updated version of this document is currently being reviewed for approval by AACN, and the content outlined in this document has been used as a guide for developing the curriculum for the proposed program.

The nature and extent of clinical experiences also distinguish various programs. The Longwood program will be primarily based in a more rural setting and students will have significant clinical experiences in local community based health care agencies. Although Longwood students will leave the area for more intensive acute care experiences the majority of the clinical experiences will be different from those that characterize patient care in an academic health center. The emphasis on community based experiences will be a defining element of the proposed program. The program is also constructed with a major precepted transition to practice practicum in the final semester. Practica are increasingly

included in undergraduate nursing programs but the extensiveness of the planned practicum will make it fairly unique among local programs.

- There are currently 18 baccalaureate programs in Virginia. Ten are located in private colleges and 8 are public. Enrollments and graduations at both types of institutions have steadily increased over the last five years with growth in private college nursing program enrollments and graduations increasing at a faster pace than that at public institutions. All figures are taken from the annual SCHEV reports on enrollment and completion.

	<b>Enrollments</b>	<b>Completions</b>
2003 Public	2523	794
2003 Private	805	188
2004 Public	2738	814
2004 Private	1157	204
2005 Public	2823	878
2005 Private	1510	249
2006 Public	3024	935
2006 Private	1697	367
2007 Public	3318	876
2007 Private	2272	527

v) **Summary of Projected Enrollments in Proposed Program**  
 Complete and submit the form below.

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*STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA*  
**SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM**

**Instructions:**

- Enter the appropriate dates at the top of each column.
- Provide **fall headcount enrollment (HDCT)** and **annual full-time equivalent student (FTE) enrollment**. Round the FTE to the nearest whole number.

**Note:** **Target Year** refers to the year the institution anticipates the program will have achieved full enrollment. The Council will review for possible closure any program that has not met SCHEV's productivity standards within five years of the date of first program graduates. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed (see Productivity Standards).

**Projected enrollment:**

Year 1		Year 2		Year 3		Year 4 Target Year (2- year institutions)			Year 5 Target Year (4-year institutions)		
20 <sup>09</sup> - 20 <sup>10</sup>		20 <sup>10</sup> - 20 <sup>11</sup>		20 <sup>11</sup> - 20 <sup>12</sup>		20 <sup>   </sup> - 20 <sup>   </sup>			20 <sup>13</sup> - 20 <sup>14</sup>		
HDCT	FTEs	HDCT	FTEs	HDCT	FTEs	HDCT	FTEs	GRAD	HDCT	FTEs	GRAD
35	35	65	65	93	93				121	121	26

**Note:** VCCS institutions should only complete **Years 1 through 4**. Graduation rates must be included in Year 4, Target year.

**Definitions:**

- HDCT—fall headcount enrollment
- FTEs—annual full-time equated student enrollment
- GRADS—annual number of graduates of the proposed program

## vi) Projected Resource Needs

- **Full-time, part-time/adjunct faculty.** The majority of the teaching faculty and academic resources needed to implement the first two years of the new program are already in place at Longwood. The Dean of the College of Arts and Sciences has determined that it will require the addition of one new science faculty position to have sufficient capacity at Longwood to absorb thirty-five new students into the existing biology and other liberal arts courses that make up the first two years of the BSN curriculum. Consultation with the biology department has been ongoing, and additional sections are being planned for Fall 2009/Spring 2010. The additional science faculty position has been approved. Adjunct faculty will be hired as needed to accommodate the additional sections that may be required for SOCL 331, PHIL 315 and MATH 271 which are required courses for nursing students and must be taken in defined semesters. Since the students in the nursing program will be part of the university growth projections already approved by the Board of Visitors, additional resources for other general education courses will be folded into a larger plan being made to address resource needs for those projections.

When the program is fully implemented with approximately 120 students (30 in each year), the new nursing faculty needed to implement the program will total nine faculty FTE:

- Department Chair/ Associate Professor – 1 (12 month appointment)
- Associate Professor – 1 (full-time, tenure eligible, 9 month appointment)
- Assistant Professors – 3 (full-time, tenure eligible, 9 month appointments)
- Instructor – 1 (full-time, 9 month appointment)
- Simulation Center Director/Lecturer – 1 (full-time, 12 month appointment)
- Adjunct faculty – 2 (these faculty lines will be used to hire part time clinical faculty)

The Department Chair and the Simulation Center Director will have some teaching responsibilities.

We will seek at least two faculty with adult/geriatric medical surgical expertise, one with maternal/child expertise, one with psychiatric expertise, and one with community health expertise. We recognize that we will need to be flexible as we search, and we may find faculty with different combinations of experience, i.e., someone with community and psychiatric experience, or someone with only pediatric or only obstetrical expertise. We will adjust our hiring plan as needed to assure that we have all the necessary expertise to cover the curricular elements.

Since the students will not begin clinical nursing courses until the spring of 2011, recruitment of qualified nursing faculty can be sequenced. We have begun the process to search for and hire the first three faculty members during fall of 2008. We will hire the remaining faculty in the year before their first courses are



scheduled to be taught, to provide adequate preparation time to complete the development of the courses and the clinical assignments.

We project this sequence of search/hiring:

- Department Chair/Associate Professor – fall/winter 2008
- One assistant or associate professor – fall /winter2008
- One Simulation Director – fall /winter2008
- One additional teaching faculty – fall/winter 2009
- Two additional teaching faculty – fall/winter 2010
- One additional teaching faculty – fall/winter 2011
- Clinical adjunct positions totaling one FTE – fall/winter 2011
- Clinical adjunct positions totaling one FTE – fall/winter 2012

Longwood University sought and was awarded \$392,293 from the Tobacco Commission for the planning of the new BSN program. These monies are funding the Project Director, the curriculum consultant, necessary consultation for the development of the simulation laboratory, and the salary of one faculty member for the initial planning year.

- **Graduate assistants.** No graduate assistants will be available to or utilized by the program.
- **Classified Positions.** One classified staff/secretarial position is planned to provide academic support for the faculty and the department. In addition, once the simulation lab has been completed the staffing plan includes the hiring of a dedicated IT staff member to service the ongoing technology needs of the lab and maintain the various simulators in optimal working condition.
- **Space.** Longwood University's existing excellent classrooms will be available for use by the Nursing Program. Charles Ross, Dean of the Cook-Cole College of Arts and Sciences, has determined that the addition of 30-35 new students per year in the science, social science, and general education courses that make up the first two years of the curriculum can be absorbed within existing classrooms.. Existing classroom space will also be sufficient for nursing courses when they are initiated.

One floor of the Stevens Building will be renovated to house the Department of Nursing, nursing faculty offices, a conference room, and the Clinical Simulation Center. The Stevens Building was the former sciences building which was replaced by a new building; Stevens is located in the center of campus and will be a very convenient location for students. Plans for the renovation are ongoing, and renovation will hopefully begin in fall 2008, with completion expected in 2010. Costs for renovating the Stevens Building will be primarily absorbed by the university's ongoing building upkeep and renovation budget but will include installation of all necessary infrastructure to establish a simulation laboratory.

- **Library.** Longwood University has an excellent library, but as the university does not have other clinical healthcare education programs, new library resources will be required to support the BSN program. The Dean of the Library has consulted with other libraries in the state and with the Nursing Section of the Medical Library Association. He has discovered that many of the necessary resources will be available through the Commonwealth's VIVA Program. Resources will include reference publications, study materials, and online access to professional nursing and healthcare journals. Programs for individual electronic Personal Digital Assistants (PDAs) that can be carried by the student for immediate reference regarding drug information, diagnostic values, and treatment guidelines are also planned. In addition to the VIVA resources, we have budgeted monies each year from FY 2009 through FY 2013 to build and maintain necessary resources.
- **Targeted Financial Aid.** There is at present no targeted financial aid for the anticipated nursing students. They will however be considered for the overall pool of financial aid available for all Longwood students. Once the program is established local health care facilities may well be the source of targeted financial aid for nursing students.

- **Equipment and telecommunications.**

The bulk of the equipment needs is related to the creation of a clinical simulation center and is discussed below under other resources. Faculty offices will be equipped in the standard way with basic office furniture and storage as well as phone service and desktop computing. The university IT service maintains the computer networks throughout the university and will support the needs of the new nursing department as well.

- **Other resources.** Nursing education programs are making increasing use of clinical simulation in the clinical education of students. Research confirms that well designed clinical simulations provide opportunities for students to learn skills, work with authentic problems, synthesize data, make clinical decisions and reflect on their practice. We are seeking philanthropic monies to fund the outfitting of a sophisticated clinical simulation center in the renovated space being allocated to the BSN program. The Clinical Simulation and Learning Center will include spaces designed and equipped as general and ideally ICU hospital rooms, examination rooms, and homecare settings. The BSN Project Director, the VP for Facilities, the Director of Capital Planning and Construction, and Longwood President, Dr. Cormier, have visited several clinical simulation programs in Virginia and neighboring states to learn about the design, construction, and use of clinical simulation facilities. The total cost for this center is estimated at \$2.8 to \$3.5 million, which includes the renovation of the space, installation of infrastructure and the purchase of high fidelity simulation mannequins, furnishings, and the hardware and software to run them.

**Part B: Fill in the number of FTE positions needed for the program**

	Program Initiation Year 2009-2010		Expected by Target Enrollment Year 2012-2013	
	On-going and reallocated	Added (New)	Added (New)**	Total FTE positions
Full-time faculty*		4.00	3.00	7.00
Part-time faculty (faculty FTE split with other unit(s))		0.00	0.00	0.00
Adjunct faculty		0.00	2.00	2.00
Graduate assistants		0.00	0.00	0.00
Classified positions		1.00	0.00	1.00
<b>TOTAL</b>	0.00	5.00	5.00	10.00

\* Faculty dedicated to the program

\*\* Added after initiation year

**Part C: Estimated resources to initiate and operate the program**

	Program Initiation Year 2009-2010		Expected by Target Enrollment Year 20__ - 20__	
Full-time faculty	0.00	4.00	3.00	7.00
salaries		\$301,778	\$193,184	\$494,962
fringe benefits		\$96,151	\$73,032	\$169,183
Part-time faculty (faculty FTE split with unit(s))	0.00	0.00	0.00	0.00
salaries		\$0	\$0	\$0
fringe benefits		\$0	\$0	\$0
Adjunct faculty	0.00	0.00	2.00	2.00
salaries		\$0	\$56,000	\$56,000
fringe benefits		\$0	\$4,284	\$4,284
Graduate assistants	0.00	0.00	0.00	0.00
salaries		\$0	\$0	\$0
fringe benefits		\$0	\$0	\$0
Classified Positions	0.00	1.00	0.00	1.00
salaries		\$30,000		\$30,000
fringe benefits		\$19,014		\$19,014
Personnel cost				
salaries	\$0	\$331,778	\$249,184	\$580,962

fringe benefits	\$0	\$115,165	\$77,316	\$192,481
Total personnel cost	\$0	\$446,943	\$326,500	\$773,443
Equipment (one time cost) for simulation lab		\$1,500,000		\$1,500,000
Library				
one-time cost		\$40,000		\$40,000
recurring cost		\$25,000		\$25,000
Operating costs				
one-time cost				\$0
recurring cost		\$20,000		\$20,000
Other costs (specify)		Renovations		
one-time cost		\$2,500,000		\$2,500,000
recurring cost				\$0
<b>Total Program Cost</b>				
<b>Total Cost by Target Year</b>	<b>\$0</b>	<b>\$4,531,943</b>	<b>\$326,500</b>	<b>\$4,858,443</b>
<b>Annual Recurring cost after Target Year</b>	<b>\$0</b>	<b>\$491,943</b>	<b>\$326,500</b>	<b>\$818,443</b>

## PROJECTED RESOURCE NEEDS FOR PROPOSED PROGRAM

### Part A: Answer the following questions about general budget information.

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes X No
- Has or will the institution submit an addendum budget request to cover operating costs? Yes X No
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes X No
- Will each type of space for the proposed program be within projected guidelines? Yes X No
- Will a capital outlay request in support of this program be forthcoming? Yes      No X



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