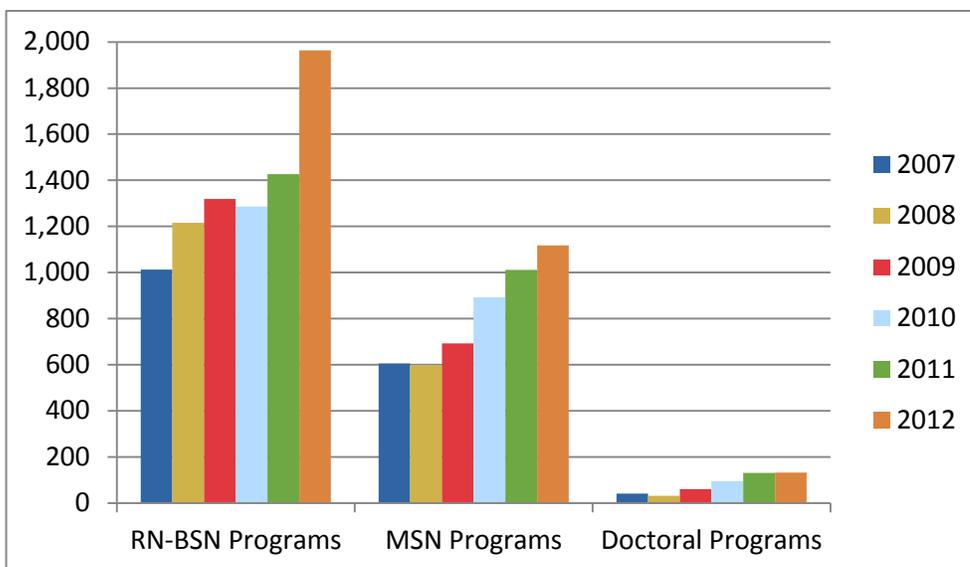


The information below represents the **key findings** regarding the post-licensure (RN-BSN, Master's, Doctorate) nursing education system in Florida. Report information relates to student education capacity and recommendations to assure adequacy of the education system to meet nurse workforce needs. Trend analysis is provided for 2007 through 2012 when available. The full report is attached.

Program Capacity for Post-licensure Nursing Programs, AY 2011-2012

| | RN-BSN | MSN | Doc: Ph.D. | Doc: DNP |
|--------------------------|--------|-------|---------------|----------|
| # QUALIFIED applications | 5,742 | 2,137 | 144 | 383 |
| # students ADMITTED | 5,453 | 1,577 | 125 | 353 |
| # rejected applications | 289 | 560 | 19 | 30 |
| % rejected applications | 5% | 26% | 13% | 8% |
| # NEW enrollees | 3,943 | 1,446 | 117 | 301 |

Trend in Post-Licensure Nurse Graduates, 2007-2012



Recommendations

1. Expand data collection for students and graduates of advanced practice nursing programs to identify clinical areas of interest for future employment.
2. Create incentives for nurses to seek advanced education, from RN to BSN and into graduate study for education, DNP, PhD, or other doctoral degrees, to assist existing nurses to further their education, meet the needs of industry, and build a nurse faculty pipeline.
3. A consistent, long-term data collection, analysis, and reporting system must be maintained and adequately funded to provide critical information on which to base funding and policy decisions.
4. Identify a way to effectively capture student information from online-only out-of-state nursing programs that enroll Florida students.

- 21 RN-BSN programs, 16 Master's programs, and 9 Doctoral programs participated in the survey.
- RN-BSN graduates increased by over 500 people for AY 2011-12.
- Master's program graduates also increased, while doctoral graduates remained the same.
- Barriers to Expansion:
 - Limited clinical sites for nurse practitioner students.
 - Lack of qualified faculty applicants for masters level programs.
 - Lack of funds to hire faculty.
- National influence on Florida education needs:
 - **Patient Protection and Affordable Care Act** will increase demand for health care providers.
 - **IOM report – The Future of Nursing: Leading Change, Advancing Health** promotes that all nurses achieve higher levels of education with seamless academic progression.

Florida Post-Licensure Registered Nurse Education: Academic Year 2011-2012

Background

The number of nurse education programs in Florida has grown considerably since 2007, when the Florida Center for Nursing (Center) first began surveying the state's programs. Program growth has been in response to demand from potential nursing students, demand from employers, and future expected demand within the healthcare industry due to a projected nursing shortage as older nurses leave the workforce, the population ages, and access to healthcare increases. The goals of the Center's nurse education survey are to characterize trends in the education of nurses and the faculty workforce. The Center's data collection, analysis, and subsequent reports have multiple benefits to stakeholders, such as: schools can use the data for academic decision making, to strengthen grant applications, to plan for faculty demand and student expansion; policy makers can use the data to guide funding decisions and to plan strategic use of resources.

In reporting the results of the academic year (AY) 2011-2012 survey, the Center will transition from one large, all-inclusive report to four targeted reports. This report describes information for post-licensure RN programs – Registered Nurse to Bachelor of Science in Nursing (RN to BSN); Master of Science in Nursing (MSN and RN to MSN) graduate degrees and certificates; Advanced Registered Nurse Practitioner (ARNP); Certified Nurse Midwife (CNM), Certified Registered Nurse Anesthetist (CRNA), Clinical Nurse Specialist (CNS); Doctorate in Nursing Practice (DNP); and Doctorate of Philosophy (PhD) degrees for AY 2011-2012. The report also highlights trends in results since the Center began data collection and analysis. Separate reports will be published as follows: Florida Licensed Practical Nurse Education: Academic Year 2011-2012, Florida Pre-Licensure Registered Nurse Education: Academic Year 2011-2012, and Florida Nurse Faculty: Academic Year 2011-2012.

Data Source

Data for this report are from the 2012 Florida Center for Nursing *Survey of Nursing Education Programs*. In October 2012, a survey link was emailed to the Dean or Program Director of each nursing education program in the state of Florida. Responding Deans and Directors provide data on the faculty and student populations as of September 30th, 2012 and on program capacity for AY 2011-2012.

Nursing education programs are identified from the Board of Nursing website, which maintains an updated database of Licensed Practical Nurse (LPN), Associate Degree in Nursing (ADN-RN) and pre-licensure Bachelor's in Nursing (BSN) programs. Neither the Board of Nursing nor the Office of Program Policy Analysis and Government Accountability (OPPAGA) track nursing programs that do not lead to a new license, such as RN-BSN programs. Thus the Center expanded the Board of Nursing list of programs by identifying RN-BSN, Master's, and Doctoral programs after receiving specific information from responding schools. Eight online nursing

education programs were contacted by the Center (from participation in previous years' surveys) and were asked to provide data.

Eighty-four percent of the BSN and higher degree programs responded to the survey (Table 1). The Florida legislature has modified statute to allow state community colleges to transition to state colleges offering baccalaureate degrees in addition to the Associate Degree in Nursing. Thus there are RN to BSN programs offered in multiple venues: state colleges, state universities and colleges offering four year and higher degrees, and online only programs operating in Florida that may be based in another state. As such, RN-BSN programs do not have a calculated response rate given that we do not have an accurate denominator for the number of these programs in the state.

The Center surveyed the online-only programs that we have contacted in previous surveys, or that are based in Florida. Numerous online RN-BSN programs enroll Florida students, but we do not have a tracking mechanism to identify each of them. Two online-only programs responded to our survey. One is an LPN-BSN program (and this information is included in our companion report on pre-licensure RN programs), and one has an RN-BSN program and a Master's program (included in this report).

Table 1. Response Rates for Florida's Post-Licensure Nursing Programs, AY 2011-2012

| Type of Program | Total # of Schools | Schools Approved 9/2011 – 8/2012 | Responding Programs | Response Rate |
|-----------------|--------------------|----------------------------------|---------------------|---------------|
| RN-BSN | N/A | N/A | 21 | N/A |
| BSN and higher | 31 | 3 | 26 | 84% |
| Online only | 8 | 1 | 2 | 25% |

Data in this report are from the responding schools. Survey respondents reported a total number of 9,341 students enrolled in RN-BSN, Master's, certificate, or Doctoral nursing programs as of 9/30/2012. This number is an undercount of the actual number of enrolled nursing students, because the response rate from schools was lower than 100 percent. Given that this is the Center's sixth annual survey, the richness of the data and information are enhanced by the ability to report six-year trends in results. Thus change, or the lack of it, is evident and provides the opportunity to consider the effect of interventions, such as efforts to increase production of new graduates to enter the workforce. With trends, one can monitor outcomes and identify promising practices for replication. For the purposes of this report, unless noted otherwise, the ARNP, CNM, and CRNA data are collectively reported as Advanced Practice Nurses (APN).

Results

Programs, Curriculum Options, and Accreditation

Detail of the programs and curriculum options available in Florida's post-licensure nursing programs (also known as baccalaureate and higher), based on survey responses, are provided in Table 2. It is important to note that pre-licensure ADN and BSN nursing programs increase the supply of RNs, whereas post-licensure programs (e.g., RN-BSN, Master's, Doctoral) advance the education level of already licensed RNs. When the students are enrolled in a program leading to licensure as an advanced registered nurse practitioner (ARNP), certified registered nurse anesthetist (CRNA), certified nurse midwife (CNM), or clinical nurse specialist (CNS), these are distinct categories of licensure.

RN-BSN programs, which move associate degree or diploma prepared RNs to the baccalaureate level, are the most numerous type of post-licensure programs (BSN and higher). Community and state colleges offering the ADN are increasingly offering this post-licensure mobility curriculum, as are online-only programs. Twenty-one RN-BSN programs responded to the Center's survey. Numerous online-only RN-BSN programs are offered throughout the United States, enabling students located anywhere to continue their education. The Center only surveys programs that are based in Florida, as they will have the largest number of Florida-based students. Efforts to collect data from out-of-state programs operating in Florida have not been successful. Two programs with an online-only curriculum responded to the survey. One program had post-licensure only (RN-BSN, Master's) and one is an LPN-BSN program. Several online programs reported it was difficult to isolate Florida students for reporting purposes as the programs teach students from all over the country.

Many of the state's universities offer graduate degrees in nursing. Sixteen schools offered a master's degree in nursing (MSN) program and nine offered doctoral programs. Five schools reported they have a nurse anesthetist curriculum, and two schools offer a nurse midwife curriculum.

In addition to degree-granting programs, 28 schools reported having certificate programs. Twelve schools offer a Nurse Educator certificate program, and four offer a nurse practitioner (NP) certificate program.

Table 2. Post-Licensure Programs and Curriculum Options Reported by Respondents in AY 2011-2012

| | Number |
|---|-----------|
| Post-licensure and Certificate Programs | |
| RN-BSN Program (Post-licensure) | 21 |
| Online Only (RN-BSN, Master’s) | 1 |
| MSN Programs | 16 |
| - Advanced Registered Nurse Practitioner Curriculum | 13 |
| Advanced Registered Nurse Practitioner Program | 12 |
| Certified Registered Nurse Anesthetist Program | 5 |
| Certified Nurse Midwife Program | 2 |
| - Nurse Educator Curriculum | 9 |
| - Leadership/Management Curriculum | 6 |
| - Clinical Nurse Specialist Curriculum | 3 |
| - Clinical Nurse Leader Curriculum | 4 |
| Doctoral Programs | 9 |
| - Ph.D. Curriculum | 7 |
| - DNP Curriculum | 9 |
| Certificate Programs | 28 |
| - Nurse Educator | 12 |
| - Nurse Practitioner | 4 |
| - CNS/MSN to NP | 3 |

Note: The number of curriculum counts exceeds the number of program counts because many programs offer multiple curriculum options.

Post-Licensure Program Measures

Program measures for post-licensure programs – those designed to further the education of already licensed RNs – in AY 2011-2012 are shown in Table 3. Far fewer qualified applications are declined by post-licensure programs relative to pre-licensure programs, but it is worth noting that the Advanced Practice Nurse (ANP) programs turn away the highest percentage of qualified students (32%), suggesting sustained interest in these programs. The number of qualified applications and new enrollees to PhD and DNP programs have increased since AY 2010-2011.¹ The number of qualified applications and new enrollees to MSN Educator programs has remained about the same as last year. The percentage of rejected applications is much lower in post-licensure programs than pre-licensure RN and BSN programs.

Table 3. Post-licensure Programs Admission, Enrollment and Graduation, AY 2011-2012

| | RN-BSN | MSN: APN | MSN: Educator | MSN: Management | MSN: CNS | MSN: CNL | Doc: Ph.D. | Doc: DNP |
|--------------------------|--------|-------------|------------------|--------------------|-------------|-------------|---------------|-------------|
| # QUALIFIED applications | 5,742 | 1,725 | 269 | 118 | 5 | 20 | 144 | 383 |
| # students ADMITTED | 5,453 | 1,171 | 264 | 117 | 5 | 20 | 125 | 353 |
| # rejected applications | 289 | 554 | 5 | 1 | - | - | 19 | 30 |
| % rejected applications | 5% | 32% | 2% | 1% | 0% | 0% | 13% | 8% |
| # NEW enrollees | 3,943 | 1,096 | 216 | 112 | 4 | 18 | 117 | 301 |
| # students GRADUATED | 1,959 | 818 | 136 | 122 | 13 | 28 | 22 | 110 |

Notes: MSN curriculum options include students entering with a Bachelor's degree as well as RN-MSN students entering without a Bachelor's degree. The number of RN-MSN students is very small.

Total student enrollment in programs offering post-licensure degrees also varied by program. RN-BSN programs reported the largest number of currently enrolled students (Table 4). MSN programs reported 2,854 enrolled students, 77 percent of whom were enrolled in APN programs, and 14 percent were enrolled in the nurse educator track. Thirty-four percent of doctoral students were enrolled in PhD programs. Increasing enrollment in nurse education programs and PhD programs is critical for alleviating the long-term nursing shortage as these students are selecting a curriculum path to replace nurse educators and professors who will soon be retiring.

Table 4. Enrollment of Post-Licensure Students by Curriculum Track, AY 2011-2012

| Curriculum Track | Enrollment on 9/30/2012 |
|-----------------------|-------------------------|
| RN-BSN | 5,606 |
| MSN: APN tracks | 2,189 |
| MSN: Educator track | 392 |
| MSN: Management track | 214 |
| MSN: CNS track | 5 |
| MSN: CNL track | 54 |
| Total MSN | 2,854 |
| Doctoral: Ph.D. | 301 |
| Doctoral: DNP | 576 |
| Total Doctoral | 877 |

Since 2007, master's degree programs increased enrollment by nineteen percent, and the majority of master's students are in advanced practice nurse curriculum tracks (Figure 1). Enrollment in nurse educator curriculum tracks is up 15 percent relative to last year. PhD enrollment has increased by 28 percent since last year. DNP enrollment has remained the same

from AY 2010-2011 to AY 2011-2012. Given the future shortage of nurses prepared to assume faculty roles, the increase in MSN Educator and PhD student enrollment is good news. Enrollment in RN-BSN programs was steady from 2007-2009, but is up 55 percent since 2010. In addition to the programs responding to the Center’s survey, there are several post-graduate nursing programs which have an online only curriculum and are producing graduate nurses who reside in Florida. However, these programs are not included in our survey, so we do not have a count of currently enrolled students or recent graduates for these programs.

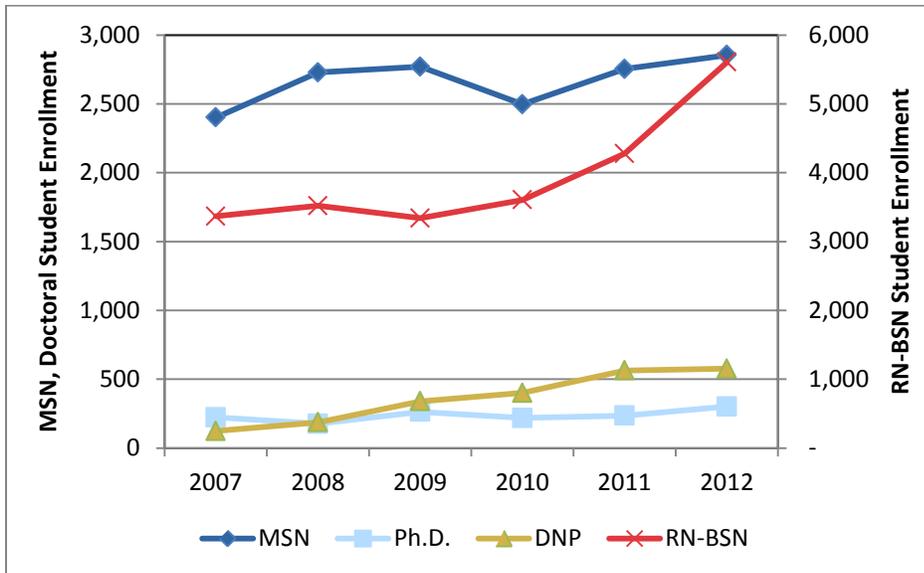


Figure 1. Trends in Total Enrollment for Post-licensure Programs, 2007-2012

Student Demographics

The racial and ethnic diversity of the nursing student population is increasingly reflective of Florida’s diverse population (Figure 2). About 50 percent of RN-BSN students are white, 15 percent are black, and 15 percent Hispanic. MSN and Doctoral programs are similar. In contrast, 66 percent of Florida’s RNs working in nursing are white, 12.7 percent are black, and 9.3 percent are Hispanic.² As the race and ethnicity of the student population continues to diversify, racial and ethnic diversity will gradually increase within the entire licensed nurse population, thus better mirroring Florida’s population at large.

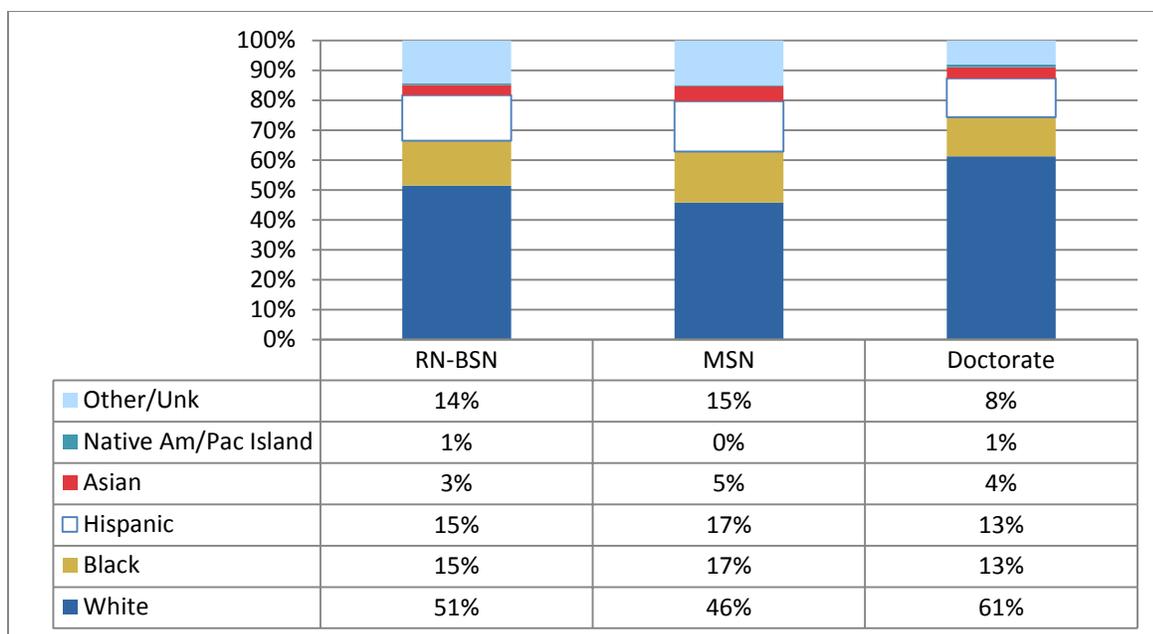


Figure 2. Race and Ethnicity of Post-Licensure Nursing Students, 9/30/2012, By Program

As more men enter nursing school, the number of men in the profession will likewise gradually increase. Compared to AY 2010-2011, men increased from 13 percent to 16 percent in MSN programs and from 9 percent to 11 percent in doctoral programs. Men are 13 percent of the student population in RN-BSN programs. Ninety percent of Florida’s RN workforce is female, and 86 percent of the ARNP workforce is female.²

Student age varies by program (Figure 3). Twenty-one percent of RN-BSN students are in the 21 to 25 age group, indicating these nurses are quickly returning to school to obtain their Bachelor’s. Thirty-seven percent of Master’s students are age 21 to 30. Doctoral students are a bit older, 44 percent are age 41 to 60. Interestingly, about 37 percent of Master’s and 28 percent of Doctoral students are age 21-30, indicating that people are entering these graduate programs soon after finishing their first nursing degrees.

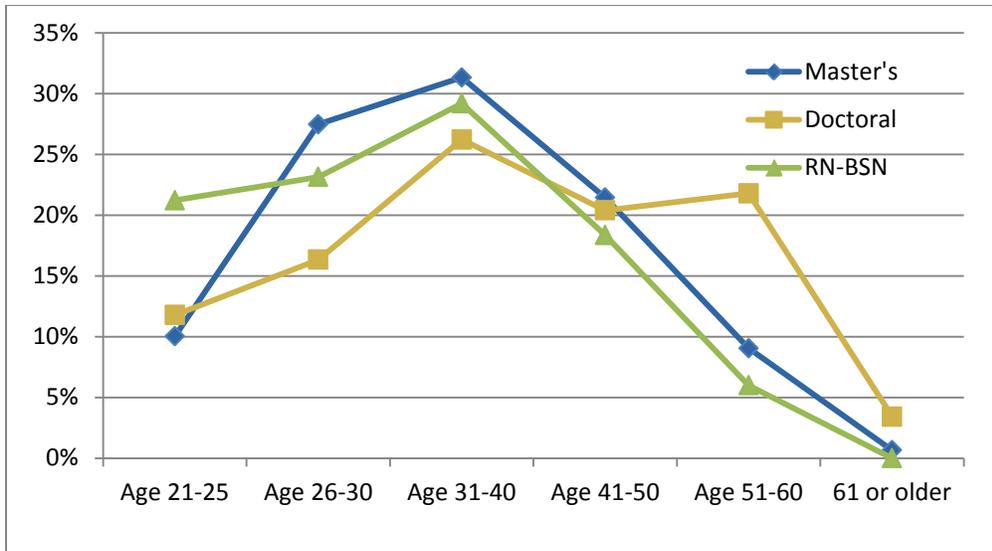


Figure 3. Percentage of Post-Licensure Nursing Students by Age Group, 9/30/2012

Post-Licensure Nurse Graduates

Since the AY 2010-2011 survey, the number of post-licensure graduates has increased by 10 percent for MSN programs and remained the same for doctoral programs (Figure 4). The RN-BSN programs who responded to our survey reported a 38 percent increase in graduates from AY 2010-2011 to 2011-2012, representing over 500 new RN-BSN graduates. These graduates are likely an undercount of RN-BSN, Master’s and Doctoral graduates in Florida, because not all of the programs surveyed responded. Furthermore, these post-licensure programs are now offered online through many different colleges, and the Center does not track those graduates. Nevertheless, all of these post-graduate programs have seen an increase in the number of graduates since AY 2009-2010. The Center’s RN and ARNP supply report shows that statewide 78.5 percent of ARNPs have a Master’s degree in nursing, and 3.5 percent have a doctorate in nursing,² thus we can expect the number of nurses with advanced degrees to gradually increase.

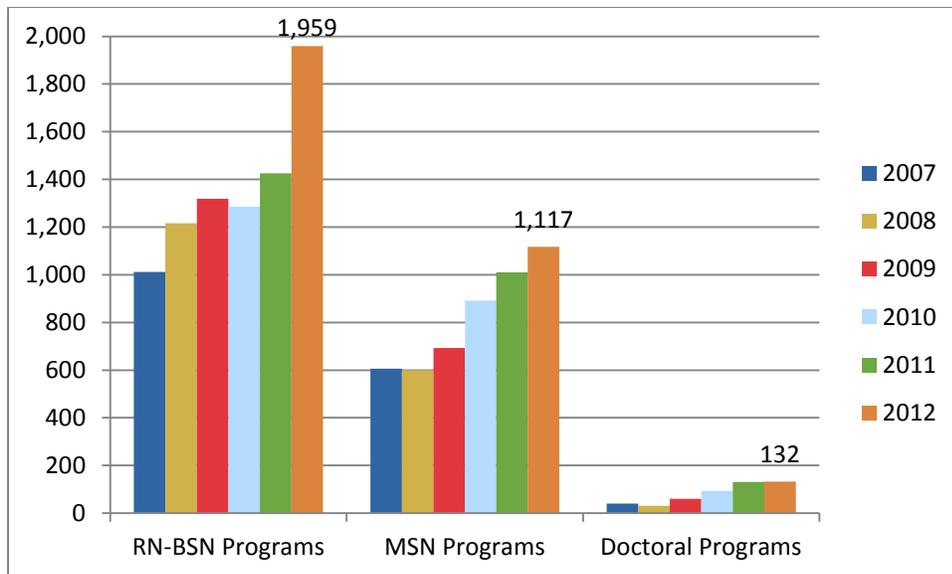


Figure 4. Post-Licensure Nurse Graduates, 2007-2012

This year the Center’s survey asked a few new questions about admissions requirements to post-licensure nursing programs. (Respondents could select more than one answer to the admission question.) Of the 16 MSN programs responding, 11 require an RN degree (not necessarily a BSN), 9 require an RN degree and a non-nursing Bachelor’s or Master’s degree, and 16 require a BSN degree for entry into the program. Of the 9 Doctoral programs responding, six require an RN degree, two require an RN and a non-nursing Bachelor’s or Master’s degree, six require a BSN degree, and eight require an MSN degree for entry into the program.

Barriers to Post-Licensure Program Expansion

Barriers to post-licensure program expansion are shown in Figure 5. Nearly 80 percent of doctoral programs reported a lack of qualified student applicants, and 22 percent reported lacking qualified faculty applicants. This is a significant increase from AY 2010-2011, when only 18 percent of doctoral programs reported lacking qualified students and nine percent reported lacking qualified faculty applicants. Limited clinical sites and faculty shortage were reported as barriers by over half of responding MSN programs – 56 percent reported lacking funds to hire faculty (increased from 33% in AY 2010-2011) and 56 percent reported lacking qualified faculty applicants (increased from 17% in AY 2010-2011). Fewer than 20 percent of MSN programs reported that a lack of qualified student applicants was a significant barrier to program expansion. No doctoral program reported lacking campus resources as a barrier to expansion.

State and private schools reported different problems with barriers to expansion. Seventy percent of responding state schools reported a lack of funds to hire faculty and a lack of qualified faculty applicants, compared to 33 percent of private schools. Sixty-seven percent of private schools reported problems with limited clinical sites, compared to 40 percent of state

schools. There were too few doctoral program responders to accommodate state and private school comparisons.

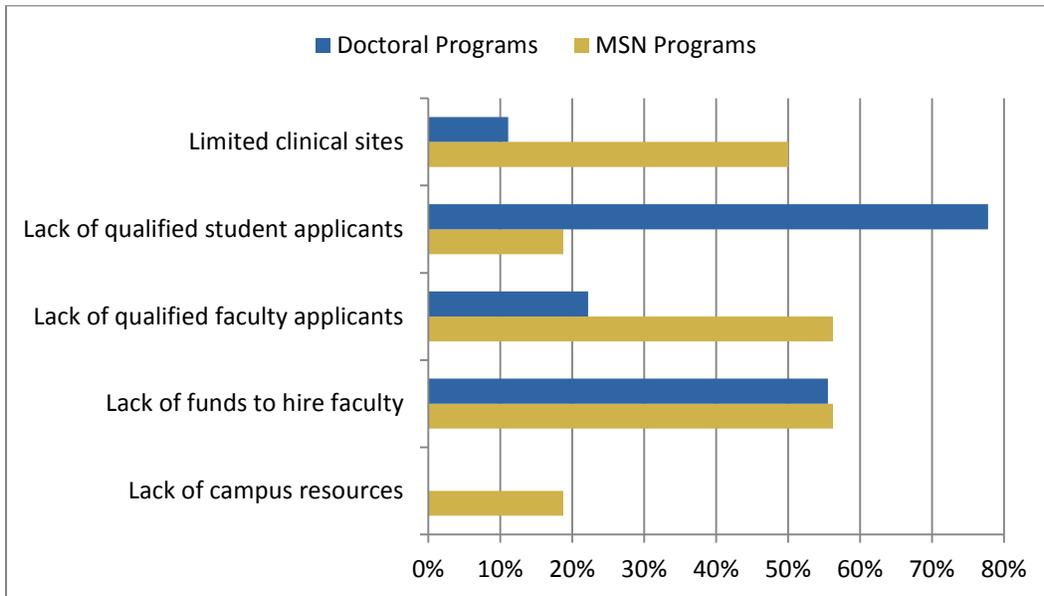


Figure 5. Reported Barriers to Post-Licensure Program Expansion in AY 2011-2012

Discussion

Twenty-one RN-BSN programs, 1 online-only RN-BSN program, 16 Master’s programs, and 9 Doctoral programs responded to the survey. These programs have 5,606 RN-BSN students, 2,854 Master’s students, and 877 Doctoral students currently enrolled. Though these numbers are undercounts of the total students enrolled statewide in post-licensure nursing programs, as the survey response rate was less than 100 percent; they provide excellent information for discussion and trend identification.

The number of graduates from post-licensure nursing programs increased last year: RN-BSN graduates increased 38 percent, MSN graduates increased 10 percent, and Doctoral graduates remained the same. Current enrollment in each of these nursing programs has also increased. Student enrollment in the MSN Educator track increased 15 percent from last year, and PhD student enrollment increased 28 percent. This is good news, as these future education-focused graduates will fill vacant nurse faculty positions. The most commonly reported barriers to expansion of post-licensure programs are limited clinical sites (reported by 50% of MSN programs), lack of funds to hire faculty (reported by 55% of graduate programs), and lack of qualified student applicants (reported by 78% of doctoral programs). Limited clinical sites and lack of funds to hire faculty are common challenges for all levels of nursing education (LPN, ADN, BSN, and higher).

Two national activities will influence health care delivery in Florida: the *Patient Protection and Affordable Care Act* (PPACA) and the Institute of Medicine (IOM) report – *The Future of Nursing*:

*Leading Change, Advancing Health.*³ Signed into law March 2010, the PPACA will increase access to health care which will increase demand for health care providers. The IOM report, also released in 2010, identifies 5 primary focus areas to achieve the overall goal to support efforts to improve the health of the U.S. population through the contributions nurses can make to the delivery of care. Specific to education, the IOM report recommends that nurses achieve higher levels of education and training through an improved education system that promotes seamless academic progression, the proportion of nurses with a baccalaureate in nursing or higher degree increase to 80 percent by 2020, and to double the number of nurses with a doctorate degree by 2020.

Advanced registered nurse practitioners (ARNPs) will have increased utilization as primary care providers after implementation of the PPACA. ARNPs can provide quality primary care, and thus expand access for all Floridians as well as helping fill the gap left by the primary care physician shortage. ARNPs can be especially beneficial in rural and underserved areas, which tend to have an older population and fewer primary care providers.⁴ Research has shown that ARNPs provide safe and effective care, and that patients are satisfied with the care they receive.⁵ The IOM report recommends that nurses practice to the full extent of their education and training, and urges states to remove scope of practice restrictions and other regulatory or policy barriers to practice. The report also recommends that nurses partner with physicians and other health care professionals, thus taking on a leadership role in healthcare improvement.³

It became evident during this more targeted analysis of advanced practice nurse education in Florida that the Center does not seek information delineated by type of advanced practice nurse. Results from future surveys would benefit from a more detailed data collection by type of advanced practice nurses such as CRNAs, CNMs and a breakdown of ARNPs by clinical area of practice.

The Center surveyed Florida’s nurse employers in 2011, and responding nurse employers were clear that their difficult to fill positions require additional education and/or experience, and could not be filled by new graduates. This indicates a need for incumbent worker training to fill existing vacancies and open hiring opportunities for new graduates. The education recommendations in the IOM report can address these employer needs. Employers could encourage and incentivize nurses with Associate Degrees to obtain their BSN, thus increasing the education level of their nurse workforce. Incentives should also be in place to promote baccalaureate prepared nurses to enter graduate education.

Florida’s nurses continue to move toward achieving the IOM education recommendations of increasing nursing education levels. As of December 2011, 60.5 percent of Florida’s working RNs have an Associate’s or Diploma as their highest level of education, and 5.9 percent of working RNs have a graduate degree in any field.² The number of nurses in Florida graduating from an RN-BSN program continues to increase, from 1,426 in AY 2010-2011 to 1,963 in AY 2011-2012. Graduates of MSN and doctoral programs have also increased, as have total student enrollments in all post-licensure programs.

Recommendations

The Center puts forward the following research and policy recommendations related to Florida’s nurse education system with the goal of addressing nurse workforce issues for the health of Florida. These recommendations are not intended to be for the Center alone to implement, but should be a starting point for other groups and policy makers working to make valuable contributions to the nurse workforce.

1. Expand data collection for students and graduates of advanced practice nursing programs. With implementation of the PPACA, the need for primary care providers will significantly increase. It is already known that there is a shortage of primary care medical physicians. Advance Practice Nurses prepared to work in primary care settings are already in demand for delivery of care in rural and underserved areas. This need will be even greater in Florida due to its aging and diverse population. There is a need to be able to track progress in preparing this component of the health workforce and frame appropriate recommendations.

2. Create incentives for nurses to seek advanced education, from RN to BSN and into graduate study for education, PhD, DNP, or other doctoral degrees, to assist existing nurses to further their education and build a nurse faculty pipeline. The complexities of health care, combined with the need to work smarter and more effectively as a collaborative team, support the need to advance the education of all nurses. As the projected nurse shortage becomes reality, a reliance on production of new graduate RNs will not accommodate the loss of experiential knowledge as the aging nurse workforce retires. Strategic effort must be made to transition nurses progressively up the clinical and academic levels, including the need for more nurses prepared with doctoral degrees to fill the growing faculty shortage. This is also consistent with the recommendations of the IOM report to advance the education of nurses³, specifically to achieve 80% of employed RNs having a baccalaureate degree in nursing or higher degree and to double the number of doctoral prepared nurses by 2020.

3. A consistent, long-term data collection, analysis, and reporting system must be maintained and adequately funded to provide critical information on which to base funding and policy decisions. The Florida Legislature established the Florida Center for Nursing in 2001 to address issues related to the nursing shortage in Florida. Number one of the three mandates given in statute (FS 464.0195) is to develop a strategic statewide plan for nursing manpower in this state by:

- Establishing and maintaining a database on nursing supply and demand in the state, to include current supply and demand, and future projections; and
- Selecting from the plan priorities to be addressed.

To achieve this mandate, the Center needs fiscal resources and the authority to collect appropriate data. Florida’s legislature should put in place a sustainable funding mechanism for the Center to accomplish its statutory mandate and require nurse education programs within the state to provide appropriate data for analysis.

4. **Identify a way to effectively capture student information from online-only out-of-state nursing programs that enroll Florida students.** Numerous online-only RN-BSN programs are offered throughout the United States, enabling students located anywhere to continue their education. The Center only surveys programs that are based in Florida, as they will have the largest number of Florida-based students. Efforts to collect data from out-of-state programs operating in Florida have not been successful. Several online programs reported it was difficult to isolate Florida students for reporting purposes as the programs teach students from all over the country. Capturing Florida student information from these programs would provide more accurate data.

Staff Contributors: Michelle M. Yore, MSPH and Mary Lou Brunell, MSN, RN

References

1. Florida Center for Nursing. (2012). *Florida Nurse Education Survey and Nurse Faculty Supply and Demand: Academic Year 2010-2011*. Retrieved December 18, 2012 from http://www.flcenterfornursing.org/DigitalLibrary.aspx?Command=Core_Download&EntryId=25 .
2. Florida Center for Nursing. (2012). *Florida's RN and ARNP Supply*. Retrieved December 13, 2012 from http://www.flcenterfornursing.org/DigitalLibrary.aspx?Command=Core_Download&EntryId=450 .
3. Institute of Medicine. (2010). *The Future of Nursing: Leading Change, Advancing Health*. Retrieved April 18, 2012 from <http://thefutureofnursing.org/IOM-Report>.
4. Mary S. Gorski. (June 2011). *Advancing Health in Rural America: Maximizing Nursing's Impact*. AARP Public Policy Institute. Fact Sheet FS227. Retrieved January 23, 2013 from <http://campaignforaction.org/sites/default/files/rural-health-nursing-gorski.pdf> .
5. Robert Wood Johnson Foundation. (May 2011). *Quality of Care Provided by Advanced Practice Registered Nurses*. Nursing Research Network, Evidence Brief. Retrieved January 23, 2013 from http://thefutureofnursing.org/sites/default/files/Quality%20of%20Care%20Provided%20by%20Advanced%20Practice%20Registered%20Nurses_0.pdf .
6. Florida Center for Nursing. (2012). *Demand for Nurses in Florida: The 2011 Survey of Florida's Nurse Employers*. Retrieved April 18, 2012 from http://www.flcenterfornursing.org/files/2012_Demand_Report.pdf.