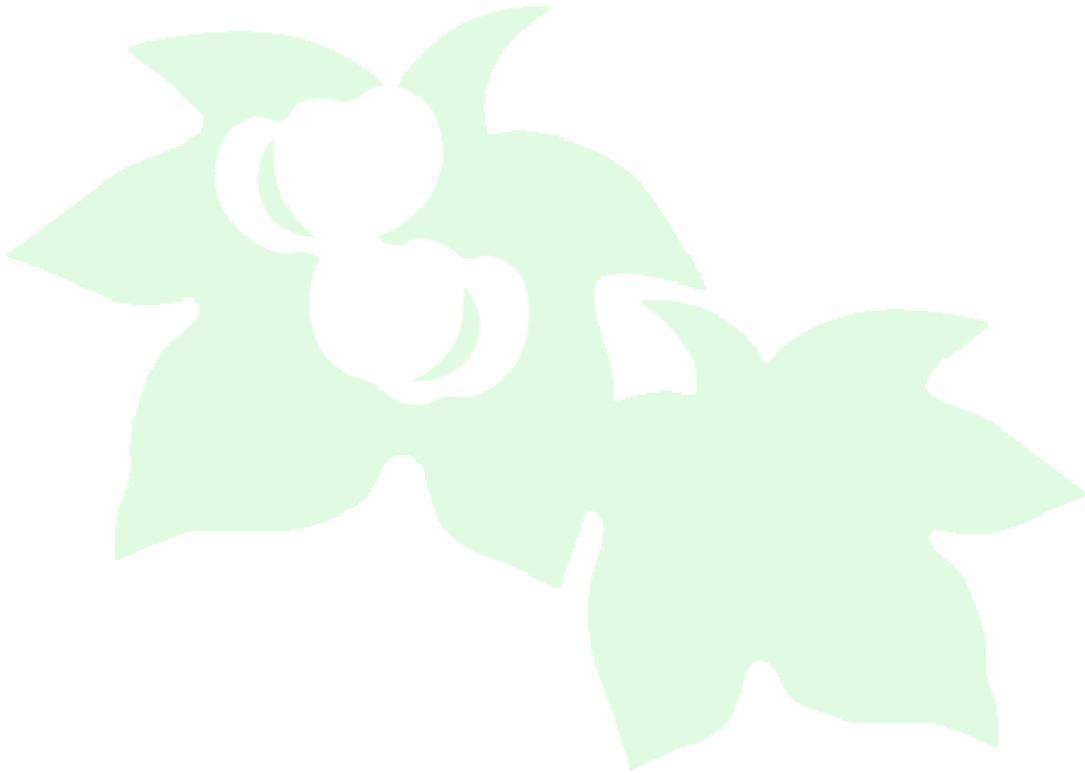# Hawai'i State Center for Nursing

Survey of Nursing Education Programs
2005 - 2006

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Hawaii State Center for Nursing

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Definitions

Nursing Career Ladder Program: A program that continues preparation for two higher levels of competency: Practical Nurse and Registered Nurse. The Nursing Career Ladder program is accredited by the National League for Nursing Accrediting Commission, Inc. (61 Broadway, New York, NY 10006) and the Hawaii State Board of Nursing, and articulates with the University of Hawaii Bachelor of Science in Nursing program.

> a) Practical Nurse - Certificate of Achievement (C.A.): Licensed Practical Nurses are prepared to work under supervision of a registered nurse or a physician in hospitals, extended care facilities, private nursing agencies, home health agencies, clinics, and physician offices. Application for admission to the Practical Nurse (PN) program must be complete by January 31. Preference is given to fully qualified Maui County residents who meet the application deadline. Practical Nurse courses take one calendar year. Graduates are eligible to take the National Council of State Boards of Nursing-Practical Nursing Examination.

> b) Registered Nurse - Associate in Science Degree (A.S.): Registered Nurses with the Associate degree are prepared for beginning level positions in hospitals, extended care facilities, clinics, physician offices, private nursing agencies, and home health agencies.

Adjunct Faculty: Faculty with a one year appointment.

Acronyms

LPN	Licensed Practical Nurse
ADN	Associate Degree in Nursing
BSN	Bachelor Science (Nursing)
MSN	Master Science (Nursing)
PhD	Doctor of Philosophy

Executive Summary

In 2006, the Hawaii State Center of Nursing conducted a survey of nursing education programs in Hawaii to collect information on the types of programs offered, enrollment capacity, the number of graduates, student and faculty demographics, and current issues affecting program capacity. Survey recipients were asked for data on all nursing education programs offered by their institution during the 2005 - 2006 school year. Responses were received from all eight education institutions surveyed.

The University of Hawaii System, School of Nursing and Dental Hygiene and Community Colleges, approves the maximum number of pre-licensure students that may be enrolled (i.e., admission slots) in programs that offer a licensed practical nursing (LPN) diploma or certificate, an associate's degree in nursing (ADN), or a bachelor of science in nursing (BSN). Private institutions have unlimited admission slots. However, all programs may have difficulty filling admission slots if they currently lack faculty, facilities, or clinical placement sites to support the number of admission slots. They also may not fill admission slots if there are few qualified applicants, or if admitted applicants do not enroll because of financial or personal reasons or acceptance to another educational program.

Survey findings indicate that during 2005-06 the percent of admission slots unfilled or filled in the public system were
- 36% (48) of the admission slots for clinical ladder programs were unfilled
- 2% (1) of admission slot for LPN program was unfilled
- 100% (90) of admission slots for ADN program were filled
- 9% (13) of admission slots for BSN program were unfilled i.e., all of these unfilled slots were in RN to BSN programs

In 2005 - 2006, the majority of nursing programs reported they had more qualified applicants than the number of approved / available admission slots. The one exception was the public institutions offering the RN to BSN program. These programs had more admission slots available than qualified applicants.

Overall, for the public institutions providing data and enrollment information, 527 qualified applicants were not enrolled.

- LPN programs report that 131 qualified applicants were not enrolled
- Ladder programs report that 112 qualified applicants were not enrolled
- ADN programs report that 210 qualified applicants were not enrolled
- Public pre-licensed BSN programs report 57 qualified applicants were not enrolled. Private pre-licensed BSN programs where an unlimited number of admission slots are available report that 791 of qualified applicants did not take up the offer to enroll
- RN to BSN programs offered by two public programs report 13 slots were unfilled and 2 qualified applicant did not take up the offer to enroll. The one private program reported 1 qualified applicant did not take up the offer to enroll
- MSN programs report 29 qualified applicants were not enrolled
- PhD program report 5 qualified applicants were not enrolled

A total of 574 graduates received a LPN, ADN or BSN in the undergraduate programs; 28 graduates received a MSN and 8 graduates received a PhD in graduate nursing programs in Hawaii for 2005-06. Survey results for the 2005-06 school year show that:

- 71 graduates received a certificate or diploma through a LPN program,
- 79 students in the ladder program completed requirements for the LPN portion of the program,
- 56 graduates completed the ladder program and received an ADN,
- 65 graduates received an ADN,
- 303 graduates received a BSN,

- 28 graduates received a MSN, and
- 8 graduates received a PhD in nursing.

However, not all undergraduates are new to the practice of nursing. For example, survey data identifies that approximately 7 percent (41) of BSN students newly enrolled during 2005-2006 were already licensed as registered nurses (RNs) and returning to upgrade their level of education.

The immediate capacity of nursing education programs to accept students is determined by the availability of faculty, facilities, and clinical placement opportunities. Survey findings related to faculty in Hawaii nursing programs show that:

- Out of the race/ ethnicity data provided on 252 faculty, an estimated 1.2% of faculty members are identified as African American, 3.2% as of mixed racial / ethnic descent, <1% as Pacific Islander, 3.2% as Hispanic, 3.2% as Native Hawaiian, 23% as Asian, and 65% as Caucasian.
- Out of the age data provided on 132 full time faculty, 68% of full-time faculty are 50 years or older
- Out of age data provided on 122 adjunct faculty, 63% of adjunct faculty are 50 years or older
- The overall vacancy rate for full-time faculty positions in nursing education programs is 15% (20 out of 133 positions) and the vacancy rate for adjunct faculty positions is 0% (0 out of 149 positions).

When asked about issues of concern for their nursing program, survey respondents reported most frequently difficulties in filling full-time faculty positions. The lack of sites for clinical placements; followed by the lack of faculty for clinical placements and the lack of classroom facilities were also identified as issues of concern.

Of the eight institutions surveyed,

- 75% report difficulty filling full-time or 50% adjunct faculty positions with a particular emphasis on certain specialty areas such as medical/surgical, pediatrics, obstetrics, and mental health
- 63% lack enough sites for clinical placements for nursing students
- 63% lack faculty to support the clinical placements of students
- 50% lack classroom space
- 50% lack funding support

Numerous factors such as faculty vacancies, limited clinical placement sites and classroom facilities diminish the capacity of nursing education programs to accept greater numbers of students. Even if there is an increase in the number of young people seeking to become nurses in Hawaii, we cannot increase current production without increasing nursing faculty and redesigning how we do business. In response to the education capacity issues the University of Hawaii statewide nursing consortium is redesigning nursing curriculum and learning strategies to increase flexibility and accessibility.

INTRODUCTION

In 2006, the Hawaii State Center for Nursing conducted the 2nd annual survey of all nursing education programs in the State to collect data concerning the types of programs offered, enrollment capacity, and number of graduates, demographic information on students and faculty, and current issues affecting program capacity. The survey results presented in this report provide information reflecting the 2005-06 school year. The data will continue to be used alongside both past and future survey data to analyze trends in enrollment, graduation, and program capacity that have an impact on the nursing workforce in Hawaii (see attached copy of the '*Survey of Nursing Education*' questionnaire).

METHODOLOGY

The Hawaii State Center for Nursing utilizes the Michigan Center for Nursing's survey instrument that was developed by the Public Sector Consultants Inc. (PSC). Tool development was a collaborative effort between the Michigan Center for Nursing and its Advisory Board and PSC.

In November 2006, the '*Survey of Nursing Education Programs*' was mailed to the eight education institutions that offer nursing education programs in the State of Hawaii. Several follow-up phone calls and e-mail notices were used to prompt response to the survey. By March 2007, surveys were returned by all eight institutions.

Survey recipients were requested to complete the survey with information for all nursing education programs offered during the 2005-2006 school year. If they were unable to report actual numbers, they were offered the options of providing an estimate (and labeling the data as an estimate) or indicating that the data were not available. Several programs indicated that they did not keep information

on the demographic variables' and/or break out information on the demographic variables of their student population and/or faculty. Some programs were unable to provide the number of students enrolled. Some programs provided an estimate of student numbers. Response rates are indicated in the data tables.

TYPE OF NURSING PROGRAM

There are a variety of ways to obtain a nursing certificate or degree in Hawaii. Survey respondents were asked to classify the type of nursing education programs offered by their institution according to the definitions used in Table 1.

Since many of the education institutions surveyed offer more that one type of nursing education program, survey respondents were asked to mark all that apply. A single education institution may be counted multiple times in Table 1. For example, one institution may be counted in the number of LPN programs, ladder programs, and LPN to ADN programs if it offers the opportunity to complete curriculum requirements through each of these types of programs. Similarly, a single education institution may be counted in the BSN programs, the LPN to BSN programs, and the RN to BSN programs if each of these options is available.

A count of the institutions offering programs within each of the major program classifications (i.e., LPN, ADN, BSN, MSN, and PhD) shows that during the 2005-2006 school year,

- Five institutions offer some form of licensed practical nursing (LPN) program (a LPN program and/or a ladder program),
- Four institutions offer some form of program that awards an associate's degree in nursing (ADN),
- Four institutions offer some form of a bachelor of science in nursing (BSN) program,

- Three institutions offer some form of a master's degree in nursing (MSN) program, and
- One institution offer a PhD in nursing

For 2005-06, no institutions reported the development of new programs.

Survey respondents were asked if their institution offered a certificate program beyond a baccalaureate or master's degree in any of the areas of concentration listed below. Results show that

- Two institutions offer a certificate program in advanced practice (i.e., nurse practitioner and clinical nurse specialist)
- Two institution offer a certificate program in nursing education,
- One institution offer a certificate program in nursing administration,
- One institution offer a certificate in clinical nurse specialist education, and
- None offer a certificate program in nursing informatics.

TABLE 1: NUMBER OF NURSING PROGRAMS IN HAWAII BY TYPE OF PROGRAM, 2005 – 2006

	Number of programs
Non-Baccalaureate Programs	
Licensed Practical Nurse (LPN) – A program that requires at least one year of full-time coursework and awards a diploma or certificate of completion as a practical nurse (Do not mark ladder programs here.)	3
"Ladder" Program: Licensed Practical Nurse (LPN) combined with an associate's degree in nursing (ADN) – After completing one year or more of coursework, students meet requirements for licensure as a practical nurse; after completing additional years of coursework students are awarded an associate's degree in nursing	2
Licensed Practical Nurse (LPN) to ADN – A program that admits LPNs and awards an associate's degree in nursing	2
Paramedic to ADN – A program that admits paramedics and awards an associate's degree in nursing	0
Associate's degree in nursing (ADN) – A program that requires at least two academic years of full-time college coursework and awards an associate's degree in nursing (Do not mark ladder programs here.)	2
Baccalaureate Programs	
Bachelor of science in nursing (BSN) – Admits students with no previous nursing education and awards a bachelor of science degree in nursing; requires at least four academic years of college coursework	3
LPN to bachelor of science in nursing (BSN) – Admits LPNs and awards a bachelor of science degree in nursing	1
Registered Nurse (RN) to bachelor of science in nursing (BSN) – Admits RNs and awards a bachelor of science degree in nursing	3
Accelerated RN to bachelor of science in nursing (BSN) – Admits RNs and awards a bachelor of science degree in nursing in less time than the RN to BSN program	0
Accelerated BSN – Admits students with a previous baccalaureate degree in another discipline and awards a BSN in an accelerated format	1
Master of Science Programs	
RN to BSN to master of science in nursing (MSN) – Admits RNs and awards a BSN and an MSN	0
RN to MSN – Admits RNs and awards a master of science in nursing	2
BSN to MSN – Admits only students with a baccalaureate nursing degree and awards a master of science in nursing	2
Doctoral Programs	
BSN to PhD – Admits students with a BSN and confers a doctorate in nursing	0
MSN to PhD – Admits students with an MSN and confers a doctorate in nursing	1

PROGRAM CAPACITY, APPLICATIONS, & ENROLLMENT

Hawaii's public University of Hawaii system School of Nursing & Dental Hygiene (SONDH) and Community Colleges determine the maximum number of students that may be enrolled (i.e., admission slots) in programs that offer a LPN diploma or certificate, an ADN, a BSN for pre-licensure students (i.e., students who are not already licensed as a registered nurse (RN)), and PhD. For the 2005-06 school year the UH system reported unlimited slots in the Master of Nursing programs. Private institutions continue to report having unlimited admission slots available in all programs.

Student Enrolment and Admission Slots

Public institutions reported a total of 40 approved admission slots for licensed practical nursing (LPN) students during the 2005 - 2006 school year and 90 admission slots for students seeking an ADN. An additional 130 admission slots were reported approved for students entering a ladder program, which combines a LPN program with an ADN program (see Table 2). Thirty-nine (98%) students were reported to be newly enrolled in the LPN program, 90 (100%) in the ADN program, and 82 (63%) in the ladder programs.

In the public institutions there were an estimated 113 admission slots for pre-licensed students seeking a bachelor of science in nursing degree in 2005 -06. 100% (113) students were newly enrolled in the pre-licensed BSN program. Whilst the private institutions do not cap student admissions they continue do face similar challenges experienced by the public institutions offering nursing programs. Overall, 2.5% (1) of the admission slots for the LPN program, 9% (13) of the admission slots for the RN to BSN program, and 8% (1) of the admission slots for the PhD program were unfilled in 2005 - 2006.

TABLE 2: CAPACITY OF NURSING EDUCATION PROGRAMS AND ENROLLMENT, 2005-2006

	LPN programs	Ladder programs	ADN programs	BSN Programs**	MSN programs	PhD programs
Number of admission slots						
Public	40	130	90	139	unlimited	12
Private	unlimited	unlimited	unlimited	unlimited	unlimited	n/a*
Number of students newly enrolled (admitted during 2005 – 2006 and began classes)						
Public	39	82	90	126	41	11
Private	n/a*	n/a*	n/a*	502	31	0
Number of unfilled slots						
Public	1	48	0	13#	0	1

*n/a = not applicable;   **Includes RN to BSN numbers   # number of admission slots in RN to BSN program unfilled

The survey of nursing education programs did not ask why admission slots were not filled. Difficulty filling admission slots could be related to the immediate capacity of the program (e.g., lack of availability of faculty, facilities, or clinical placement sites to support the approved admission slots), to factors related to the applicants (e.g., too few qualified applicants, affordability of the program for the applicant, enrollment of the applicant in another program), or to a combination of factors. The explanation may differ for different education institutions.

The BSN programs offering the RN to BSN program did report there were fewer applicants than slots available. The ladder programs report not only more

qualified applicants than the number of admission slots, but also report a number of unfilled slots.

However, in most cases, there continues to be more qualified applicants who are not being enrolled. All of the education institutions surveyed provided data on the number of applicants, the number of applicants meeting minimum admission requirements, and the number of students newly enrolled.

According to the aggregate data available for the nursing education programs at these institutions (see Table 3):

- LPN programs report that 62% (131) of qualified applicants were not enrolled.
- Ladder programs report 60% (122) of qualified applicants were not enrolled.
- ADN programs report 70% (210) of qualified applicants were not enrolled.
- Pre-licensed BSN programs report 27% (45) of qualified applicants to public institutions were not enrolled and 7% (12) did not take up the offer to enroll; and 63% (791) of qualified applicants to private institutions did not take up the offer to enroll.
- MSN programs report 29% (29) of qualified applicants were not enrolled.
- PhD programs report 31% (5) of qualified applicants were not enrolled.

	LPN programs	Ladder programs	ADN programs	BSN Programs**	MSN programs	PhD programs
Number of applicants	263	334	369	1607	117	12
Number of applicants meeting minimum admission requirements	212	204	300	1479	101	16
Number of students newly enrolled (admitted during 2005 -2006 and began classes)	81	82	90	628	72	11
Number of qualified applicants not enrolled	131	122	210	851#	29	5

**includes RN to BSN program applicants; #includes applicants who did not take up an offer to enroll (n=806)

Student Demographics

Survey respondents were asked to provide demographic information for students enrolled during the 2005 – 2006 school year. Eight nursing education programs provided information on their students, race/ethnicity, and age of their students. However, one institution could not provide demographics for student race/ethnicity. One institution could not provide complete data for student race/ethnicity. One institution could not provide break out information for students of Asian or Pacific Islander race/ethnicity.

The number of students by gender, race/ethnicity, and age is shown in Table 4 for each type of nursing education program, based on the data available.

TABLE 4: DEMOGRAPHIC CHARACTERISTICS OF NURSING STUDENTS, 2005 -2006

	Number (%) of				
	LPN students	ADN students	BSN students	MSN students	PhD students
Gender:					
Female	227 (87%)	185 (79%)	1621 (84%)	165 (90%)	28 (88%)
Male	33 (13%)	48 (21%)	316 (16%)	18 (10%)	4 (12%)
Gender (Total)	260 (100%)	233 (100%)	1937 (100%)	183 (100%)	32 (100%)
Race/Ethnicity:					
African-American	0	1 (<1%)	52 (3%)	4 (2%)	1 (3%)
Caucasian	32 (12%)	55 (24%)	433 (23%)	75 (42%)	16 (50%)
Asian *(please break out)*	56 (22%)	91 (39%)	1095 (58%)	67 (38%)	10 (32%)
Chinese	2	8	20	4	2
Filipino	40	39	96	23	3
Japanese	10	31	43	18	5
Korean	1	10	5	4	0
Other Asian	3	3	5	3	0
Native Hawaiian	12 (5%)	23 (10%)	172 (9%)	13 (7%)	1 (3%)
Pacific Islander *(please break out)*	0	0	5 (<1%)	3 (2%)	2 (6%)
Samoan	0	0	4	1	0
Other Pacific Islander	0	0	1	2	2
American Indian/Native Alaskan	1 (<1%)	0	13 (<1%)	0	0
Mixed *(2 or more races)*	11 (4%)	59 (25%)	40 (2%)	5 (3%)	0
Some Other Race	2 (<1%)	3 (1%)	0	2 (1%)	0
Hispanic	1 (<1%)	1 (<1%)	74 (4%)	9 (5%)	2 (6%)
Race/Ethnicity (Total)	115 (44%)	233 (100%)	1884 (97%)	178 (97%)	32 (100%)
Age:					
18-21	21 (8%)	14 (6%)	525 (27%)	7 (4%)	0
22-24	37 (14%)	28 (12%)	469 (24%)	13 (7%)	0
25-29	49 (19%)	64 (27%)	438 (23%)	37 (20%)	1 (3%)
30-34	48 (18%)	53 (23%)	283 (15%)	27 (15%)	3 (9%)
35-39	39 (15%)	32 (14%)	120 (6%)	36 (20%)	1 (3%)
40-44	30 (12%)	20 (9%)	57 (3%)	26 (14%)	7 (22%)
45-49	13 (5%)	14 (6%)	31 (2%)	23 (13%)	6 (19%)
50-54	16 (6%)	4 (2%)	5 (<1%)	8 (4%)	12 (38%)
55-59	6 (2%)	3 (1%)	8 (<1%)	6 (3%)	0
60+	1 (1%)	1 (<1%)	1 (<1%)	0	2 (6%)
Age (Total)	260 (100%)	233 (100%)	1937 (100%)	183 (100%)	32 (100%)

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Table 4 identifies that males make up 16% of the student population across all programs. The distribution of students by race/ethnicity shows a high number of Asians and Caucasians across programs, with a strong Filipino rand Japanese representation in the ADN programs and a strong Japanese representation in the PhD program. However it remains unclear what the distribution of students by race/ethnicity in the LPN, BSN, and MSN programs are because of missing break out information in the Asian category. In the undergraduate programs, the BSN programs have the highest percentage of students under the age of 25 years. LPN and ADN programs have a higher percentage of students over the age of 25 than the BSN programs. For the graduate programs, the percentage of students in older age brackets is higher for both MSN and PhD students.

GRADUATES

Nurses may enter the workforce with a certificate or degree from a licensed practical nurse program (LPN), a combined practical nursing and associate's degree program (ladder), an associate's degree program (ADN), or a bachelor's degree program (BSN). During the 2005 – 2006 school year, based on survey responses, an estimated 573 undergraduates received a certificate or degree through one of these programs. Out of these, an estimated 150 (79 of these students had completed the LPN portion of their ladder program) completed the LPN program, 121 (56 of these students had completed the ADN portion of their ladder program) undergraduates received an ADN and 302 (19 of these students had completed the RN to BSN program) received a BSN degree. In addition, a total of 36 postgraduates completed a Masters or PhD in nursing. Of these, 28 received a Master in nursing degree and 8 received a PhD in nursing.

FACULTY

Survey respondents were asked to provide the number of full-time faculty positions, the number of full-time faculty vacancies, the number of adjunct faculty positions, and the number of adjunct faculty vacancies. The responses can be seen below in Table 5. Based on the data provided, the overall vacancy rate for full-time faculty positions in nursing education programs is 15 percent; the vacancy rate for adjunct faculty positions is 0 percent. Data continues to suggest a higher percentage of unfilled full-time faculty positions compared to adjunct faculty positions.

TABLE 5: NUMBER OF FACULTY AND VACANCIES IN HAWAII NURSING EDUCATION PROGRAMS, 2005 – 2006

Category	Number
Filled full-time faculty positions	133
Filled full-time faculty vacancies (open positions that the program is actively trying to fill)	20
Filled adjunct faculty positions	149
Adjunct faculty vacancies (open positions that the program is actively trying to fill)	0

Survey respondents were also asked to provide demographic information on their full-time and adjunct faculty. All eight institutions provided data on the race/ethnicity and age of full-time faculty and adjunct faculty. Two institutions could not provide race/ethnicity of all or some of faculty.

Faculty Demographics

As shown in Tables 6 and 7,

- 75% of all faculty have achieved a Master in Nursing and 23% a PhD as the highest level of education,
- Of the total faculty population reported, 13% are male with a larger percent of males represented in (17%) adjunct faculty
- Full-time faculty members are predominantly made up of 72% Caucasian and 16% Asian (with a strong Japanese and Filipino representation in the Asian full-time faculty population).
- Adjunct faculty members are predominantly made up of 58% Caucasian and 32% Asian (with a strong Japanese and Filipino representation).
- A large percentage of full-time (68%) and adjunct (63%) faculty are 50 years or older.
- A small percentage of full-time faculty (8%) and adjunct faculty (12%) are under the age of 40.

TABLE 6: HIGHEST LEVEL OF EDUCATION OF FACULTY, 2005 - 2006

	Number of full-time faculty	Number of adjunct faculty
Highest Level of Education:		
Bachelor of Science (Nursing)	4 (3%)	2 (1%)
Master in Nursing	90 (68%)	122 (82%)
PhD	39 (29%)	25 (17%)
Level of Education (Total)	133 (100%)	149 (100%)

TABLE 7: DEMOGRAPHIC CHARACTERISTICS OF FACULTY, 2005 - 2006

	Number of full-time faculty	Number of adjunct faculty
Gender:		
Female	125 (94%)	124 (83%)
Male	8 (6%)	25 (17%)
Gender (Total)	133 (100%)	149 (100%)
Race/Ethnicity:		
African-American	1 (<1%)	2 (2%)
Caucasian	95 (72%)	70 (58%)
Asian (*break out below*)	21 (16%)	38 (32%)
Chinese	3	2
Filipino	7	7
Japanese	7	9
Korean	0	1
Other Asian	0	0
Native Hawaiian	5 (4%)	3 (3%)
Pacific Islander (*break out below*)	1 (<1%)	0
Samoan	0	0
Other Pacific Islander	1	0
American Indian/Native Alaskan	0	0
Mixed (*2 or more races*)	4 (3%)	4 (3%)
Some Other Race	0	0
Hispanic	5 (4%)	3 (3%)
Race/Ethnicity (Total)	132 (99%)	120 (81%)
Age:		
24 and under	0	0
25-29	0	1 (<1%)
30-34	3 (2%)	5 (4%)
35-39	7 (5%)	9 (8%)
40-44	8 (6%)	13 (11%)
45-49	24 (18%)	17 (14%)
50-54	28 (21%)	28 (23%)
55-59	34 (26%)	28 (23%)
60-64	21 (16%)	14 (12%)
65-69	5 (4%)	4 (3%)
70+	2 (2%)	3 (3%)
Age (Total)	132 (99%)	122 (82%)

COMPARISON OF STUDENTS BY SCHOOL YEAR

As shown in Figure 1, the number of admission slots in public institutions increased in the ladder programs, BSN programs, and the MSN programs.

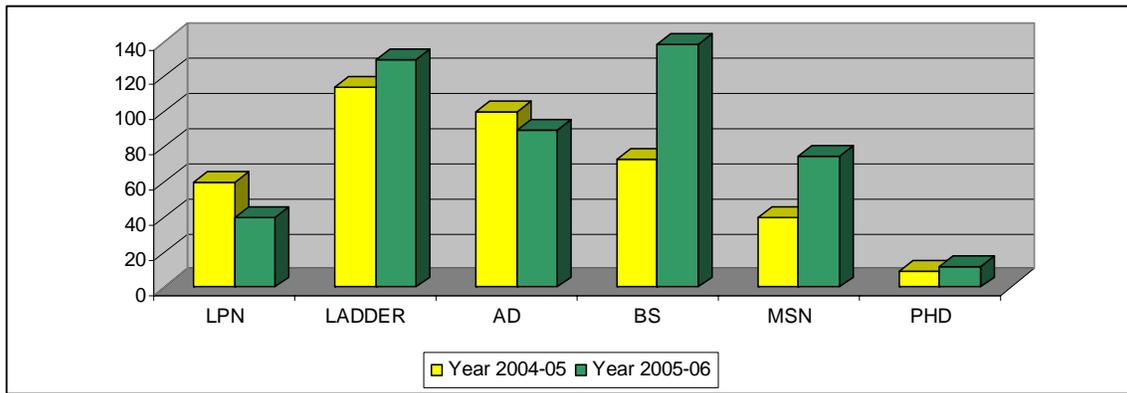**Figure 1: Comparison in Number of Admission Slots in Public Institutions by School Year**

Figure 2 compares the number of qualified applicants not being enrolled in programs are higher for the LPN, Ladder, and ADN programs in the 2005-06 school year compared to the 2004-05 school year. Conversely, applicants not enrolled into the public institutions BSN programs have reduced.

Figure 2: Comparison in Number of Qualified Applicants not Enrolled in Public Institutions by School Year
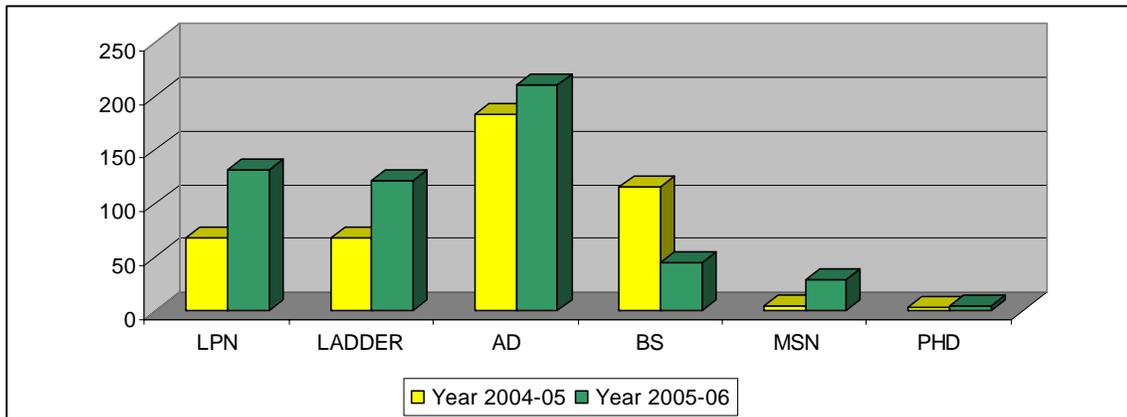
As shown in Figure 3, nursing students newly enrolled have declined in the BSN programs. However, numbers of newly enrolled have increased slightly in the LPN and MSN programs.

Figure 3: Comparison in Number of Students Newly Enrolled in Nursing Programs by School Year
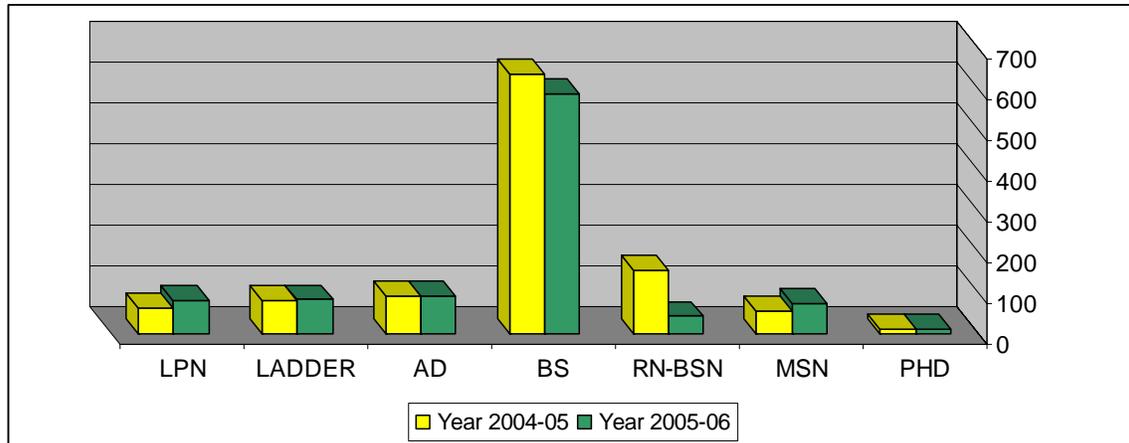
ISSUES AFFECTING PROGRAM CAPACITY

Survey respondents were asked which, if any, of the following issues are of concern for their program. Respondents mentioned most often difficulty filling faculty positions, followed by the lack of available clinical sites for clinical placements for nursing students, and the lack of classroom space. The predominant issues identified by the institutions surveyed indicate

- Five out of eight programs report difficulty filling full-time faculty positions and
- Five programs report a lack of clinical sites for student clinical placements and a lack of faculty for clinical placements.

Table 7 highlights the percentage of nursing programs reporting a lack of resources to run programs.

TABLE 8: PERCENTAGE OF NURSING PROGRAMS LACKING RESOURCES, 2005 - 2006

	Full-time Faculty	Clinical sites for clinical placements	Faculty for clinical sites[**]	Classroom facilities
Percent of nursing programs reporting lack of resources	63%	63%	63%	50%

[**]Access to clinical sites such as hospitals, long-term care facilities, outpatient centers, and home & hospice care agencies

Of those nursing programs reporting difficulty in filling fulltime faculty positions, the frequency of difficulty in filling the following specialty areas was; medical/surgical 50%, pediatrics 38%, obstetrics 25%, and mental health 25%.

Although no vacancies were reported by nursing programs some programs report difficulty in filling adjunct faculty positions, the frequency of difficulty in filling the following specialty areas was; medical/surgical 38%, pediatrics 38%, mental health 38%, and obstetrics 13%.

CONCLUSION

The immediate capacity of nursing education programs to accept students is determined by a number of different factors such as the availability of faculty, facilities, and clinical placement opportunities. Survey findings related to faculty in Hawaii nursing programs indicates that 68% of fulltime faculty are 50 years or older and the vacancy rates for fulltime faculty positions in nursing education programs are 15%.

In the 2005-06 school year the number of qualified student applicants who are not being enrolled continues to be significant. According to the aggregate data available for the nursing education programs at these institutions:

- LPN programs report 62% (131) of qualified applicants were not enrolled.
- Ladder programs report 60% (122) of qualified applicants were not enrolled.
- ADN programs report 70% (210) of qualified applicants were not enrolled.
- Pre-licensed BSN programs report 27% (45) of qualified applicants to public institutions were not enrolled.
- MSN programs report 29% (29) of qualified applicants were not enrolled.
- PhD programs report 31% (5) of qualified applicants were not enrolled.

These factors and limited clinical placement sites and classroom facilities diminish the capacity of nursing education programs to accept greater numbers of students. Even if there is an increase in the number of young people seeking to become nurses in Hawaii, we cannot increase current production without increasing nursing faculty and redesigning how we do business. In response to the education capacity issues the University of Hawaii statewide nursing consortium is redesigning the undergraduate nursing curriculum and learning strategies to increase flexibility and accessibility at all campuses.

Attachment:

Nursing Education Programs Survey Instrument

Survey of Nursing Education Programs

INSTRUCTIONS
This information is being collected by the Hawai'i State Center for Nursing to describe the capacity of nursing education programs in Hawai'i. The results of this survey (and future, annual surveys of nursing education programs) will provide data for educational institutions and state decision makers regarding trends in enrollment, graduations, and availability of faculty and related resources.
The information you provide will be confidential; the identity of individual respondents or institutions will not be shared with anyone. Data will be aggregated and summarized before it is released.
It is important for all nursing education programs in Hawai'i to respond to the survey to increase the value of the findings. Please complete the survey with information for all nursing education programs offered by your parent institution from August 2005 - August 2006. Return the completed form in the envelope provided. Thank you for your participation.
If you have questions about the survey, you may call
Sandra LeVasseur at the Hawai'i State Center for Nursing, (808) 956-0894.

1. **Contact Information**

    1.1 Name of parent institution (college or university):

    1.2 Name of nursing program:

    1.3 Name of the primary administrator for the nursing program:

    1.4 Title of this individual:

    1.5 Phone number:

    1.6 E-mail address:

    1.7 Fax number:

    1.8 Name of person to contact for clarification of information reported on this survey:

    1.9 Telephone number for contact person:

2. **Please provide the zip code of each campus where your nursing program offers classes:**

    _____

3.   What type of nursing programs are offered by your parent institution?
(please select all that apply.)

	Offered	Being Developed or Expanded
Non-Baccalaureate Programs		
3.1. Licensed Practical Nurse (LPN) – A program that requires at least one year of full-time coursework and awards a diploma or certificate of completion as a practical nurse (Do not mark ladder programs here.)	☐	☐
3.2. "Ladder" Program: Licensed Practical Nurse (LPN) combined with an Associate's Degree in Nursing (ADN) – After completing one year or more of coursework, students meet requirements for licensure as a practical nurse; after completing additional years of coursework students are awarded an associate's degree in nursing	☐	☐
3.3. Licensed Practical Nurse (LPN) to ADN – A program that admits LPNs and awards an associate's degree in nursing	☐	☐
3.4. Associate's degree in nursing (ADN) – A program that requires at least two academic years of full-time college coursework and awards an associate's degree in nursing (Do not mark ladder programs here.)	☐	☐
Baccalaureate Programs		
3.5. Bachelor of science in nursing (BSN) – Admits students with no previous nursing education and awards a bachelor of science degree in nursing; requires at least four academic years of college coursework	☐	☐
3.6. LPN to bachelor of science in nursing (BSN) – Admits LPNs and awards a bachelor of science degree in nursing	☐	☐
3.7. Registered Nurse (RN) to bachelor of science in nursing (BSN) – Admits RNs and awards a bachelor of science degree in nursing	☐	☐
3.8. Accelerated RN to bachelor of science in nursing (BSN) – Admits RNs and awards a bachelor of science degree in nursing in less time than the RN to BSN program	☐	☐
3.9. Accelerated BSN – Admits students with a previous baccalaureate degree in another discipline and awards a BSN in an accelerated format	☐	☐
Master of Science Programs		
3.10. RN to BSN to Master of science in nursing (MSN) – Admits RNs and awards a BSN and an MSN	☐	☐
3.11. RN to MSN – Admits RNs and awards a master of science in nursing	☐	☐
3.12. BSN to MSN – Admits only students with a baccalaureate nursing degree and awards a master of science in nursing	☐	☐
Doctoral Programs		
3.13. BSN to PhD – Admits students with a BSN and confers a doctorate in nursing	☐	☐
3.14. MSN to PhD – Admits students with an MSN and confers a doctorate in nursing	☐	☐
3.15. Other existing or planned programs, including web-based **(please describe)** _____	☐	☐

4. If your institution currently offers a certificate program beyond a baccalaureate or master's degree, what areas of concentration are offered? *(please select all that apply.)*

4.1. ☐ Advanced practice (e.g., nurse anesthetist, nurse practitioner, clinical nurse specialist, nurse midwife)

      4.1.1. ☐ Nurse Anesthetist

      4.1.2. ☐ Nurse Practitioner

      4.1.3. ☐ Clinical Nurse Specialist

      4.1.4. ☐ Nurse Midwife

      4.1.5. ☐ Other: _____

4.2. ☐ Nursing education

      4.2.1. ☐ Nurse Anesthetist

      4.2.2. ☐ Nurse Practitioner

      4.2.3. ☐ Clinical Nurse Specialist

      4.2.4. ☐ Nurse Midwife

      4.2.5. ☐ Other: _____

4.3. ☐ Nursing administration

4.4. ☐ Nursing informatics

4.5. ☐ Other: _____

Please provide the following information for the previous school year (August 2005 – August 2006) for each of the programs offered by your institution. If you must estimate a number, write a capital "E" next to your estimate (e.g., 150 E). If your institution does not offer the program, write "NA" for "not applicable."

Data for "ladder" programs (combined LPN and ADN) should be entered in the section designated for ladder programs. **Do not include data for ladder programs in the Licensed practical nurse or Associate degree sections of this form.**

	School Year (2005-06)
5. Licensed Practical Nurse Program	
5.1. Number of admission slots for LPN students	
5.2. Total number of applicants	
5.3. Number of applicants who met minimum admission requirements	
5.4. Number of LPN students newly enrolled (students who were admitted to the program in 2005-06 and started classes)	
5.5. Total number of students enrolled in the LPN program (all students attending classes in 2005-06, including students admitted in prior years)	
5.6. Total Number of LPN graduates (total number of graduates between August 2005 and August 2006)	
5.7. Total number of students who left program before completion	

continued.............

	School Year (2005-06)
6. Ladder Program (LPN and ADN combined)	
6.1. Number of admission slots (annual capacity*) for ladder program students	
6.2. Total number of applicants	
6.3. Number of applicants who met minimum admission requirements	
6.4. Number of students newly enrolled (students who were admitted to the first year of the program in 2005-06 and started classes)	
6.5. Total number of students enrolled in the ladder program (all students attending classes in 2005-06, including students admitted in prior years)	
6.6. Number of students completing requirements for the LPN portion of the ladder program (between August 2005 and August 2006)	
6.7. Total number of ADN graduates (total number of graduates between August 2005 and August 2006)	
7. Associate Degree in Nursing Program	
7.1. Number of admission slots (annual capacity*) for ADN students	
7.2. Total number of applicants to the program	
7.3. Number of applicants who met minimum admission requirements	
7.4. Number of ADN students newly enrolled (students who were admitted to the program in 2005-06 and started classes)	
7.5. Total number of students enrolled in the ADN program (all students attending classes in 2005-06, including students admitted in prior years)	
7.6. Total number of ADN graduates (total number of graduates between August 2005 and August 2006)	
8. Bachelor of Science in Nursing Program	
Pre-licensure BSN Program	
8.1. Number of admission slots (annual capacity*) for pre-licensure BSN students (i.e., students without prior preparation as a RN). **Does not include RN to BSN applicants.**	
8.2. Total number of applicants for pre-licensure BSN program	
8.3. Total number of pre-licensure applicants who met minimum admission requirements	
8.4. Total number of pre-licensure BSN students newly enrolled (students who were admitted to the program in 2005-06 and started classes)	
8.4.1.Total number of pre-licensure BSN qualified applicants who **did not** take up the offer to enroll	
8.5. Total number of pre-licensure BSN graduates	
RN to BSN Program	
8.6. Total number of admission slots for RN to BSN program	
8.7. Total number of RN to BSN applicants	
8.8. Total number of RN to BSN qualified applicants who **did not** take up the offer to enroll	
8.9. Total number of RN to BSN students newly enrolled (RN students who were admitted to the program in 2005-06 and started classes)	
8.10. Total number of RN to BSN graduates	
Total Number of Students in BSN Program (pre-licensure BSN and RN to BSN)	
8.11. Total number of students enrolled in the BSN program (all students attending classes in 2005-06, including students admitted in prior years)	
8.12. Total number of BSN graduates (total number of graduates between August 2005 and August 2006)	
9. Master of Science in Nursing Program	
9.1. Number of admission slots available for MSN students	
9.2. Total number of MSN applicants	

	School Year (2005-06)
9.3. Number of MSN applicants who met minimum admission requirements	
9.4. Number of MSN students newly enrolled (students who were admitted to the program in 2005-06 and started classes)	
9.5. Total number of students enrolled in the MSN program (all students attending classes in 2005-06, including students admitted in prior years)	
9.6. Total number of MSN graduates (total number of graduates between August 2005 and August 2006)	
	School Year (2005-06)
10. Doctoral Degree in Nursing Program	
10.1. Number of admission slots available for PhD students	
10.2. Total number of applicants	
10.3 Number of applicants who met minimum admission requirements	
10.4. Number of PhD students newly enrolled (students who were admitted to the program in 2005-06 and stared classes)	
10.5. Total number of students enrolled in the PhD program (all students attending classes in 2005-06, including students admitted in prior years)	
10.6. Number of PhD graduates (total number of graduates between August 2005 and August 2006)	

*Capacity is the number of students admitted into clinical nursing courses. Pre-licensure students are those students who have not previously completed preparation to become a registered nurse.

Please provide the following demographic information for students enrolled during the previous school year (2005-06) by program. For ladder programs, enter data on students in the LPN portion of the program under LPN students, and enter data for students in the ADN portion of the program under ADN students.

	LPN students	Ladder students	ADN students	BSN students	MSN students	PhD students
11. Gender:						
11.1. Female						
11.2. Male						
Total (gender)						
12. Race/Ethnicity:						
12.1. African-American						
12.2. Caucasian						
12.3. Asian *(please break out)*						
12.3.1. Chinese						
12.3.2. Filipino						
12.3.3. Japanese						
12.3.4. Korean						
12.3.5. Other Asian						
12.4. Native Hawaiian						
12.5. Samoan						
12.6. Other Pacific Islander						
12.7. American Indian/Native Alaskan						
12.8. Mixed *(2 or more races)*						
12.9. Some Other Race						
12.10. Hispanic						
Total (race/ethnicity)						
13. Age Category:						
13.1. <=21 years old						
13.2. 22-24 years old						
13.3. 25-29 years old						
13.4. 30-34 years old						
13.5. 35-39 years old						
13.6. 40-44 years old						
13.7. 45-49 years old						
13.8. 50-54 years old						
13.9. 55-59 years old						
13.10. 60+ years old						
Total: (age)						

Number of

14. Please provide the following filled & vacancy faculty information for the 2005-06 school year:

14.1. Total number of <u>filled</u> full-time faculty positions	
14.2. Total number of full-time faculty <u>vacancies</u> (open positions that your program is actively trying to fill)	
14.3. Total number of <u>filled</u> adjunct faculty positions	
14.4. Total number of adjunct faculty <u>vacancies </u>(open positions that your program is actively trying to fill)	

14.5 Comments:

15. Please provide the following demographic information for all *full-time* and *adjunct* faculty for the 2005-06 school year:

	Number of *full-time* faculty	Number of *adjunct* faculty
15. Gender:		
15.1. Female		
15.2. Male		
Total: (gender)		
16. Race/Ethnicity:		
16.1. African-American		
16.2. Caucasian		
16.3. Asian *(please break out)*		
16.3.1. Chinese		
16.3.2. Filipino		
16.3.3. Japanese		
16.3.4. Korean		
16.3.5. Other Asian		
16.4. Native Hawaiian		
16.5. Samoan		
16.6. Other Pacific Islander		
16.7. American Indian/Native Alaskan		
16.8. Mixed *(2 or more races)*		
16.9. Some Other Race		
16.10. Hispanic		
Total: (race/ethnicity)		
17. Age:		
17.1. <=24 years old		
17.2. 25-29 years old		
17.3. 30-34 years old		
17.4. 35-39 years old		
17.5. 40-44 years old		
17.6. 45-49 years old		
17.7. 50-54 years old		
17.8. 55-59 years old		
17.9. 60-64 years old		
17.10. 65-69 years old		
17.11. 70+ years old		
Total: (age)		
18. Level of Education:		
18.1. Baccalaureate		
18.2. Masters		
18.3 Doctorate		

19. Which of the following are adversely impacting your education programs?
(below please select all that apply.)

19.1. ☐ Lack of classroom facilities

19.2. ☐ Lack of sites for clinical placements

19.3. ☐ Lack of preceptors for clinical placements

19.4. ☐ Lack of funding support

19.5. ☐ Lack of Faculty for clinical placements

19.6. ☐ Difficulty filling faculty positions in particular specialty areas. If yes, which specialty areas?
(below please select all that apply.)

19.6.1. ☐ Medical/Surgical

19.6.2. ☐ Pediatrics

19.6.3. ☐ Obstetrics

19.6.4. ☐ Mental Health

19.6.5. ☐ Community Health

19.6.6. ☐ Other, please specify _____

19.7. ☐ Difficulty filling adjunct faculty positions in particular areas. If yes, which specialty areas?
(below please select all that apply.)

19.7.1. ☐ Medical/Surgical

19.7.2. ☐ Pediatrics

19.7.3. ☐ Obstetrics

19.7.4. ☐ Mental Health

19.7.5. ☐ Community Health

19.8. ☐ Other:
_____

19.9. *Comments:*

20. Describe any strategies you are using to improve or expand your nursing program:

_____

_____