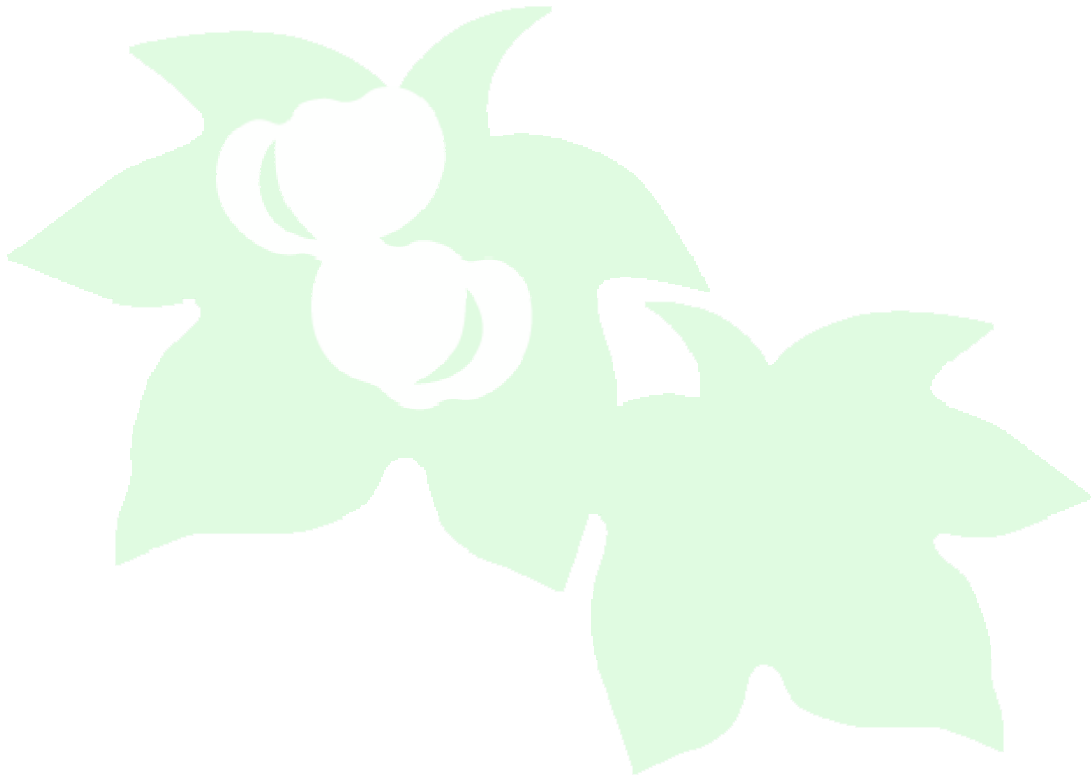# Hawai'i State Center for Nursing

Survey of Nursing Education Programs
2004 - 2005

Written by:

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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 2005, 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 2004 - 2005 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
- 31% (35) of the admission slots for clinical ladder programs were unfilled and
- 10% (10) of the admission slots for ADN students were unfilled.

One program reported fewer qualified applicants in 2004 - 2005, all other programs reported they had more qualified applicants than the number of approved / available admission slots. In some programs, qualified applicants were not enrolled even though there were unfilled / available admission slots.

Overall, for the public institutions providing data and enrollment information, 443 qualified applicants were not enrolled.

- LPN programs report that 68 qualified applicants were not enrolled
- Ladder programs report that 68 qualified applicants were not enrolled
- ADN programs report that 183 qualified applicants were not enrolled
- Public pre-licensed BSN programs report 59% (116) of qualified applicants were not enrolled. Private pre-licensed BSN programs where an unlimited number of admission slots are available report that 49% (751) of qualified applicants did not take up the offer to enroll
- MSN programs report 5 qualified applicants were not enrolled
- PhD program report 3 qualified applicants were not enrolled

A total of 474 graduates received a LPN, ADN or BSN in the undergraduate programs; 21 graduates received a MSN and 2 graduates received a PhD in graduate nursing programs in Hawaii for 2004-2005. Survey results for the 2004-2005 school year show that:

- 51 graduates received a certificate or diploma through a LPN program,
- 64 students in the ladder program completed requirements for the LPN portion of the program,
- 51 graduates completed the ladder program and received an ADN,
- 89 graduates received an ADN,
- 219 graduates received a BSN,
- 21 graduates received a MSN, and
- 2 graduates received a PhD in nursing.

However, not all undergraduates are new to the practice of nursing. For example, survey data identifies that approximately 9 percent (153) of BSN students newly enrolled during 2004-2005 were already licensed as registered nurses (RNs).

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 total 272 faculty responses, 1.1% of faculty members are identified as African American, 1.5% as of mixed racial / ethnic descent, 2.2% as Pacific Islander, 3% as Hispanic, 4% as Native Hawaiian, 26% as Asian, and 62% as Caucasian.
- 55% of full-time faculty are 50 years or older
- 62% of adjunct faculty are 50 years or older
- The overall vacancy rate for full-time faculty positions in nursing education programs is 11% (17 out of 152 positions) and the vacancy rate for adjunct faculty positions is 5% (7 out of 146 positions) percent.

Five of the nursing education programs reported using only full-time faculty, 2 programs use both and 1 uses only adjunct faculty positions.

When asked about issues of concern for their nursing program, survey respondents reported most frequently difficulties in filling both full-time and adjunct faculty positions with greater difficulty in filling full-time faculty positions (particularly in certain specialty areas). 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,

- 88% report difficulty filling full-time or adjunct faculty positions with a particular emphasis on certain specialty areas such as medical/surgical, pediatrics, obstetrics, and mental health
- 75% lack enough sites for clinical placements for nursing students
- 63% lack faculty to support the clinical placements of students
- 50% lack classroom space
- 38% 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 at all campuses.

INTRODUCTION

In 2005, the Hawaii State Center for Nursing conducted a survey of all nursing education programs in the State to collect information concerning the types of programs offered, enrollment capacity, the number of graduates, demographic information on students and faculty, and current issues affecting program capacity. The survey results presented in this report provide baseline information that will be used along with data from future surveys 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 utilized 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 2005, 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 mid-January 2006, surveys were returned by all eight institutions.

Survey recipients were requested to complete the survey with information for all nursing education programs offered by the parent institution during 2004-2005. 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' of their student population and/or faculty, particularly adjunct 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.

Respondents were requested to provide data for the 2004-2005 school year. However some programs may have provided data for a different time frame by the time they returned the survey. The assumption made for the purpose of this report is that the majority of programs provided data for the 2004-2005 and the effect on the findings of those who did not is minimal.

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 2004-2005 school year,

- Four 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

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)
- One institution offer a certificate program in nursing education,
- One institution offer a certificate program in nursing administration, and
- None offer a certificate program in nursing informatics.

TABLE 1: NUMBER OF NURSING PROGRAMS IN HAWAII BY TYPE OF PROGRAM, 2004 – 2005

	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.)	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	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.)	3
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	2
LPN to bachelor of science in nursing (BSN) – Admits LPNs and awards a bachelor of science degree in nursing	2
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	1
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)), a MSN, and PhD . Private institutions on the other hand report having unlimited admission slots available.

Student Enrolment and Admission Slots

Public institutions approved 60 admission slots for licensed practical nursing (LPN) students during the 2004 - 2005 school year and 100 admission slots for students seeking an ADN. An additional 114 admission slots were reported approved for students entering a ladder program, which combines a LPN program with an ADN program (see Table 2). Institutions offering LPN programs reported taking in an extra 3 students above the number of admission slots approved. However, only 79 students were reported to be newly enrolled in ladder programs.

In the public institutions there were an estimated 73 admission slots for pre-licensed students seeking a bachelor of science in nursing degree in 2004 -2005. Whilst the private institutions do not cap student admissions they do face similar challenges experienced by the public institutions offering nursing programs. Two out of the six public institutions reported that they did not fill all their slots, some programs filled additional slots above their approved capacity. Overall, an estimated 31 percent (35) of the admission slots for ladder programs, 10% (10) admission slots for ADN programs, and 33 percent (13) admission slots for MSN programs were unfilled in 2004 - 2005.

TABLE 2: CAPACITY OF NURSING EDUCATION PROGRAMS AND ENROLLMENT, 2004-2005

	LPN programs	Ladder programs	ADN programs	BSN programs	MSN programs	PhD programs
Number of admission slots						
Public	60	114	100	73	40	9
Private	unlimited	unlimited	unlimited	unlimited	unlimited	n/a[*]
Number of students newly enrolled (admitted during 2004 – 2005 and began classes)						
Public	63	79	90	98	27	9
Private	n/a[*]	n/a[*]	n/a[*]	689	26	0
Number of unfilled slots						
Public	0	35	10	0	13	0

[*]n/a = not applicable

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. One institution reported BSN student numbers as an estimate. None of the BSN programs reported fewer qualified applicants than the number of admission slots approved for their pre-licensure programs. The public BSN programs reported over filling their approved admission slots with an additional 25 qualified applicants. One institution reported ADN student numbers as an

estimate. The ladder and ADN programs report not only more qualified applicants than the number of admission slots, but also report a number of unfilled slots.

As a result, while some admission slots are going unfilled, for the State as a whole there are 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 52% (68) of qualified applicants were not enrolled.
- Ladder programs report 46% (68) of qualified applicants were not enrolled.
- ADN programs report 67% (183) of qualified applicants were not enrolled.
- Pre-licensed BSN programs report 59% (116) of qualified applicants to public institutions were not enrolled and 58% (751) of qualified applicants to private institutions did not take up the offer to enroll.
- MSN programs report 9% (5) of qualified applicants were not enrolled.
- PhD programs report 25% (3) of qualified applicants were not enrolled.

	LPN programs	Ladder programs	ADN programs	BSN programs	MSN programs	PhD programs
Number of applicants	297	393	362	1587	68	13
Number of applicants meeting minimum admission requirements	131	147	273	1501	58	12
Number of students newly enrolled (admitted during 2004 -2005 and began classes)	63	79	90	634	53	9
Number of qualified applicants not enrolled	68	68	183	867[*]	5	3

[*]includes applicants who did not take up an offer to enroll (n=751)

Student Demographics

Survey respondents were asked to provide demographic information for students enrolled during the 2004 – 2005 school year. Eight nursing education programs provided information on their students, race/ethnicity, and age of their students. One institution could not provide break out information for students of Asian or Pacific Islander race/ethnicity. One institution could not provide break out of age distribution for those students older than 35 years of age.

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

TABLE 4: DEMOGRAPHIC CHARACTERISTICS OF NURSING STUDENTS, 2004 -2005

	Number (%) of				
	LPN students	**ADN students**	**BSN students**	**MSN students**	**PhD students**
Gender:					
Female	163 (80%)	250 (87%)	1515 (85%)	83 (87%)	26 (84%)
Male	42 (20%)	37 (13%)	262 (15%)	12 (13%)	5 (16%)
Race/Ethnicity:					
African-American	0	2 (<1%)	58 (3%)	2 (2%)	0
Caucasian	59 (29%)	77 (27%)	378 (21%)	39 (41%)	16 (52%)
Asian *(please break out)*	69 (34%)	117 (41%)	1084 (61%)	39 (41%)	9 (52%)
Chinese	5	11	16	3	3
Filipino	51	67	81	8	3
Japanese	10	27	47	12	3
Korean	3	7	4	0	0
Other Asian	0	5	50	6	0
Native Hawaiian	26 (13%)	33 (12%)	156 (9%)	10 (11%)	2 (7%)
Pacific Islander *(please break out)*	1 (<1%)	1 (<1%)	1 (<1%)	2 (2%)	2 (7%)
Samoan	1	1	0	2	1
Other Pacific Islander	0	0	1	0	1
American Indian/Native Alaskan	1 (<1%)	0	14 (<1%)	0	0
Mixed *(2 or more races)*	45 (22%)	47 (16%)	5 (<1%)	1 (<1%)	0
Some Other Race	1 (<1%)	3 (1%)	19 (1%)	0	0
Hispanic	3 (2%)	7 (2%)	62 (4%)	2 (2%)	2 (7%)
Age:					
18-21	34 (16%)	9 (3%)	450 (25%)	0	0
22-24	25 (12%)	51 (18%)	398 (22%)	5 (5%)	0
25-29	45 (22%)	80 (28%)	388 (22%)	18 (19%)	0
30-34	40 (20%)	55 (19%)	239 (13%)	16 (17%)	2 (7%)
35-39	20 (10%)	52 (18%)	143 (8%)	17 (18%)	6 (19%)
40-44	22 (11%)	25 (9%)	80 (5%)	16 (17%)	5 (16%)
45-49	13 (6%)	10 (3%)	52 (3%)	16 (17%)	5 (16%)
50-54	4 (2%)	5 (2%)	19 (1%)	5 (5%)	12 (39%)
55-59	1 (<1%)	0	7 (<1%)	1 (1%)	0
60+	1 (<1%)	0	1 (<1%)	1 (1%)	1 (3%)

identifies there is a smaller number of males across all programs. The distribution of students by race/ethnicity shows a high number of Asians and Caucasians across programs, with a strong Filipino representation in the LPN programs. However it remains unclear what the distribution of students by race/ethnicity in the BSN, MSN and PhD programs are because of missing break out information in the Asian category. The LPN and ADN programs have a higher percentage of students over the age of 25 than the BSN programs. As might be expected, the percentage of students in older age brackets is higher for 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 2004 – 2005 school year, based on survey responses, an estimated 474 undergraduates received a certificate or degree through one of these programs. Out of these, an estimated 115 (64 of these students had completed the LPN portion of their ladder program) completed the LPN program, 140 undergraduates received an ADN and 219 a BSN degree. In addition, 23 postgraduates received a Masters or 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 institutions provided the following faculty information which indicated that 62.5% use only fulltime faculty staff, 25% use both full-time and adjunct faculty, and 12.5% use only adjunct faculty positions. 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 11 percent; the vacancy rate for adjunct faculty positions is 5 percent. Data suggest there are 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, 2004 – 2005

Category	Number
Filled full-time faculty positions	135
Filled full-time faculty vacancies (open positions that the program is actively trying to fill)	17
Filled adjunct faculty positions	139
Adjunct faculty vacancies (open positions that the program is actively trying to fill)	7

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.

Faculty Demographics

As shown in Table 6,

- Of the total faculty population reported, 14% are male with a larger percent of males represented as (25%) adjunct faculty
- Full-time faculty members are predominantly made up of 69% Caucasian and 18% Asian (with a strong Japanese and Filipino representation in the Asian full-time faculty population).
- Adjunct faculty members are predominantly made up of 54% Caucasian and 34% Asian (with a strong Japanese and Filipino representation).
- A large percentage of fulltime (55%) and adjunct (62%) faculty are 50 years or older.
- A small percentage of full-time faculty (9%) and adjunct faculty (9%) are under the age of 40.
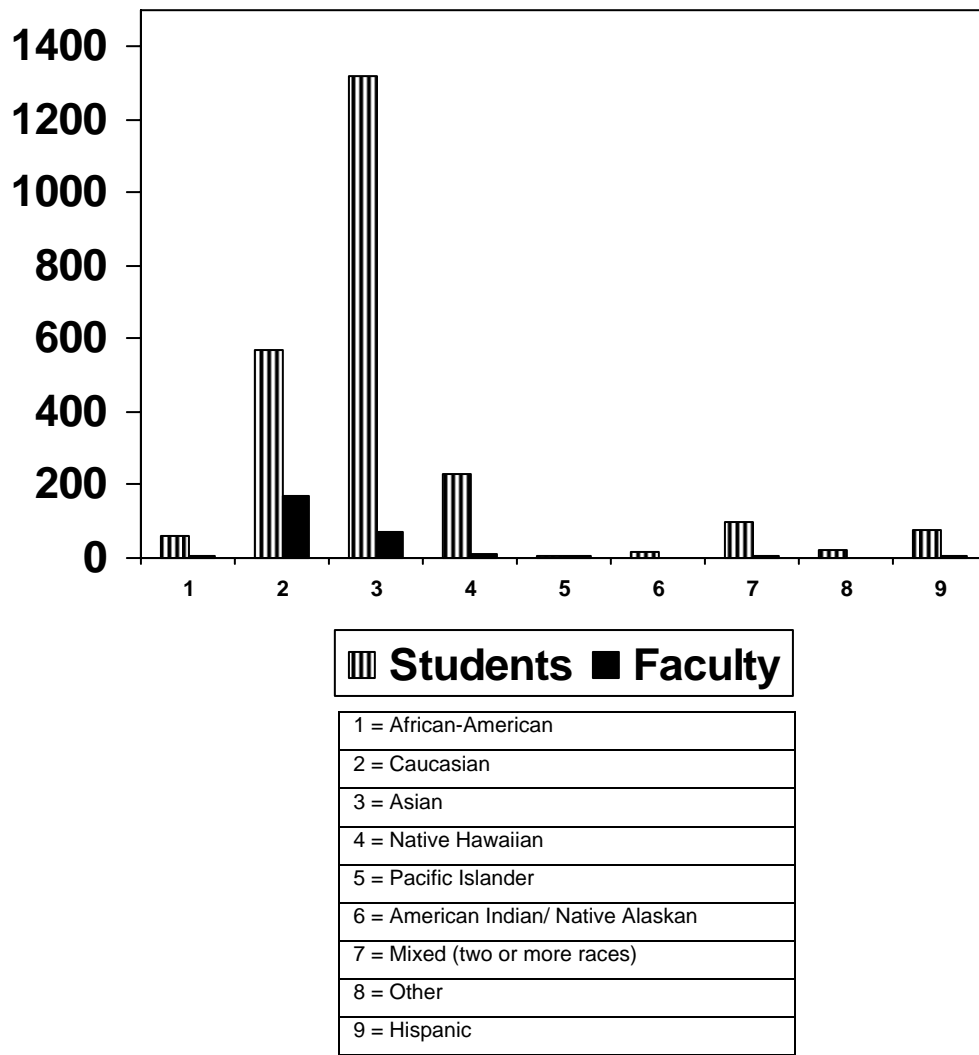
TABLE 6: DEMOGRAPHIC CHARACTERISTICS OF FACULTY, 2004 - 2005

	Number of full-time faculty	Number of adjunct faculty
Gender:		
Female	124	110
Male	10	28
Race/Ethnicity:		
African-American	1	2
Caucasian	93	75
Asian	24	47
Chinese	3	2
Filipino	5	9
Japanese	10	11
Korean	0	1
Other Asian	3	0
Native Hawaiian	5	6
Pacific Islander	3	3
Samoan	-	-
Other Pacific Islander	-	-
American Indian/Native Alaskan	0	0
Mixed *(2 or more races)*	0	4
Some Other Race	1	0
Hispanic	7	1
Age:		
24 and under	0	0
25-29	1	2
30-34	4	5
35-39	7	6
40-44	15	11
45-49	34	29
50-54	21	39
55-59	30	24
60-64	16	14
65-69	4	4
70+	2	4

PROFILES OF FACULTY & STUDENT POPULATIONS

As shown in Table 7, nursing faculty is predominantly made up of Caucasian and Asian racial/ethnic groups compared to the student population, which is predominantly representative of Asian race/ethnic groups. Other racial/ethnic groups also have a small number of faculty representative of the racial/ethnic group.

TABLE 7: COMPARISON OF STUDENTS & FACULTY BY RACIAL/ETHNIC GROUP

| 1 = African-American |
| 2 = Caucasian |
| 3 = Asian |
| 4 = Native Hawaiian |
| 5 = Pacific Islander |
| 6 = American Indian/ Native Alaskan |
| 7 = Mixed (two or more races) |
| 8 = Other |
| 9 = Hispanic |

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

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

Table 8 highlights the percentage of nursing programs reporting a lack of resources to run programs.

TABLE 8: PERCENTAGE OF NURSING PROGRAMS LACKING RESOURCES, 2004 - 2005

	Full-time Faculty	Clinical sites for clinical placements	Faculty for clinical sites[**]	Classroom facilities
Percent of nursing programs reporting lack of resources	75%	75%	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 63%, pediatrics 38%, obstetrics 38%, mental health 25%, and community health 13%.

Of those nursing programs reporting difficulty in filling adjunct faculty positions, the frequency of difficulty in filling the following specialty areas was; pediatrics 100%, mental health 100%, medical/surgical 33%, and obstetrics 33%.

Respondents who wrote in additional comments provided details about the difficulties they face filling faculty positions, finding clinical placement sites, and filling faculty positions to support students at clinical placement sites. The reports highlight the difficulty in securing faculty to lecture, supervise, and support clinical placements in addition to the significant need reported for more clinical placement sites for students.

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 55% of fulltime faculty are 50 years or older and the overall vacancy rates for fulltime faculty positions in nursing education programs are 11%.

The number of qualified student applicants who are not being enrolled is significant. According to the aggregate data available for the nursing education programs at these institutions:

- LPN programs report 52% (68) of qualified applicants were not enrolled.
- Ladder programs report 46% (68) of qualified applicants were not enrolled.
- ADN programs report 67% (183) of qualified applicants were not enrolled.
- Pre-licensed BSN programs report 59% (116) of qualified applicants to public institutions were not enrolled.
- MSN programs report 9% (5) of qualified applicants were not enrolled.
- PhD programs report 25% (3) 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 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 2004 - August 2005. Return the completed form in the envelope provided by December 5, 2005. Thank you for your participation.
If you have questions about the survey, you may call Barbara Matthews at the Hawai'i State Center for Nursing, (808) 956-5429.

1. **Identifying Information**

    Name of parent institution (college or university): _____

    Name of nursing program: _____

    Name of the primary administrator for the nursing program: _____

    Title of this individual: _____

    Phone number: _____

    E-mail address: _____

    Fax number: _____

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

    Phone number for this 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?
(Mark all that apply.)

	Offered	Being Developed or Expanded	Discontinued Since 2004-2005
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.)	☐	☐	☐
"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	☐	☐	☐
Licensed Practical Nurse (LPN) to ADN – A program that admits LPNs and awards an associate's degree in nursing	☐	☐	☐
Paramedic to ADN – A program that admits paramedics and awards an associate's degree in nursing	☐	☐	☐
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			
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	☐	☐	☐
LPN to bachelor of science in nursing (BSN) – Admits LPNs and awards a bachelor of science degree in nursing	☐	☐	☐
Registered Nurse (RN) to bachelor of science in nursing (BSN) – Admits RNs and awards a bachelor of science degree in nursing	☐	☐	☐
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	☐	☐	☐
Accelerated BSN – Admits students with a previous baccalaureate degree in another discipline and awards a BSN in an accelerated format	☐	☐	☐
Master of Science Programs			
RN to BSN to master of science in nursing (MSN) – Admits RNs and awards a BSN and an MSN	☐	☐	☐
RN to MSN – Admits RNs and awards a master of science in nursing	☐	☐	☐
BSN to MSN – Admits only students with a baccalaureate nursing degree and awards a master of science in nursing	☐	☐	☐
Doctoral Programs			
BSN to PhD – Admits students with a BSN and confers a doctorate in nursing	☐	☐	☐
MSN to PhD – Admits students with an MSN and confers a doctorate in nursing	☐	☐	☐
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? *(Mark all that apply.)*

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

      ☐ Nurse Anesthetist
      ☐ Nurse Practitioner
      ☐ Clinical Nurse Specialist
      ☐ Nurse Midwife
      ☐ Other: _____

☐ Nursing education

      ☐ Nurse Anesthetist
      ☐ Nurse Practitioner
      ☐ Clinical Nurse Specialist
      ☐ Nurse Midwife
      ☐ Other: _____

☐ Nursing administration

☐ Nursing informatics

☐ Other: _____

5. Please provide the following information for the previous school year (August 2004 – August 2005) 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 you are not able to make an estimate, leave the space blank. 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 practical nurse or associate degree sections of this form.**

	Data for Previous School Year (2004-05)
Licensed Practical Nurse Program	
Number of admission slots for LPN students	
Total number of applicants	
Number of applicants who met minimum admission requirements	
Number of LPN students newly enrolled (students who were admitted to the program in 2004-05 and started classes)	
Total number of students enrolled in the LPN program (all students attending classes in 2004-05, including students admitted in prior years)	
Number of LPN graduates (total number of graduates between August 2004 and August 2005)	
Number of students who leave program before completion	

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

	Data for Previous School Year (2004-05)
Ladder Program (LPN and ADN combined)	
Number of admission slots (annual capacity*) for ladder program students	
Total number of applicants	
Number of applicants who met minimum admission requirements	
Number of students newly enrolled (students who were admitted to the first year of the program in 2004-05 and started classes)	
Total number of students enrolled in the ladder program (all students attending classes in 2004-05, including students admitted in prior years)	
Number of students completing requirements for the LPN portion of the ladder program (between August 2004 and August 2005)	
Number of ADN graduates (total number of graduates between August 2004 and August 2005)	
Associate Degree in Nursing Program	
Number of admission slots (annual capacity*) for ADN students	
Total number of applicants	
Number of applicants who met minimum admission requirements	
Number of ADN students newly enrolled (students who were admitted to the program in 2004-05 and started classes)	
Total number of students enrolled in the ADN program (all students attending classes in 2004-05, including students admitted in prior years)	
Number of ADN graduates (total number of graduates between August 2004 and August 2005)	
Bachelor of Science in Nursing Program	
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.	
Total number of applicants for pre-licensure slots	
Number of pre-licensure applicants who met minimum admission requirements	
Number of pre-licensure BSN students newly enrolled (students who were admitted to the program in 2004-05 and started classes)	
Total number of applicants for RN to BSN program	
Number of RN to BSN students newly enrolled (RN students who were admitted to the program in 2004-05 and started classes)	
Total number of students enrolled in the BSN program (all students attending classes in 2004-05, including students admitted in prior years)	
Number of BSN graduates (total number of graduates between August 2004 and August 2005)	
At what year do your students begin nursing courses (i.e., freshman, sophomore, junior)	
Master of Science in Nursing Program	
Number of admission slots available for MSN students	
Total number of applicants	
Number of applicants who met minimum admission requirements	
Number of MSN students newly enrolled (students who were admitted to the program in 2004-05 and started classes)	
Total number of students enrolled in the MSN program (all students attending classes in 2004-05, including students admitted in prior years)	
Number of MSN graduates (total number of graduates between August 2004 and August 2005)	

continued.....

	Data for Previous School Year (2004-05)
Doctoral Degree in Nursing Program	
Number of admission slots available for PhD students	
Total number of applicants	
Number of applicants who met minimum admission requirements	
Number of PhD students newly enrolled (students who were admitted to the program in 2004-05 and stared classes)	
Total number of students enrolled in the PhD program (all students attending classes in 2004-05, including students admitted in prior years)	
Number of PhD graduates (total number of graduates between August 2004 and August 2005)	

*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.

6. **Please provide the following demographic information for students enrolled during the previous school year (2004-05) 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.

	Percentage of				
	LPN students	ADN students	BSN students	MSN students	PhD students
Gender:					
Female					
Male					
Race/Ethnicity:					
African-American					
Caucasian					
Asian *(please break out)*					
Chinese					
Filipino					
Japanese					
Korean					
Other Asian					
Native Hawaiian					
Pacific Islander *(please break out)*					
Samoan					
Other Pacific Islander					
American Indian/Native Alaskan					
Mixed *(2 or more races)*					
Some Other Race					
Hispanic					
Age:					
18-21					
22-24					
25-29					
30-34					
35-39					
40-44					
45-49					
50-54					
55-59					
60+					

7. Please provide the following faculty information for the previous school year (2004-05):

Number of <u>filled</u> full-time faculty positions	
Number of full-time faculty <u>vacancies</u> (open positions that your program is actively trying to fill)	
Number of <u>filled</u> adjunct faculty positions	
Number of adjunct faculty <u>vacancies</u> (open positions that your program is actively trying to fill)	

Comments:

8. Please provide the following demographic information for all *full-time* and *adjunct* faculty for the previous school year (2004-05):

	Percentage of *full-time* faculty	Percentage of *adjunct* faculty
Gender:		
Female		
Male		
Race/Ethnicity:		
Race/Ethnicity:		
African-American		
Caucasian		
Asian *(please break out)*		
Chinese		
Filipino		
Japanese		
Korean		
Other Asian		
Native Hawaiian		
Pacific Islander *(please break out)*		
Samoan		
Other Pacific Islander		
American Indian/Native Alaskan		
Mixed *(2 or more races)*		
Some Other Race		
Hispanic		
Age:		
24 and under		
25-29		
30-34		
35-39		
40-44		
45-49		
50-54		
55-59		
60-64		
65-69		
70+		
Level of Education:		
Baccalaureate		
Masters		
Doctorate		

9. Which of the following are adversely impacting your education programs?
   (Mark all that apply.)

☐ Lack of classroom facilities

☐ Lack of sites for clinical placements

☐ Lack of preceptors for clinical placements

☐ Lack of funding support

☐ Lack of Faculty for clinical placements

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

   ☐ Medical/Surgical

   ☐ Pediatrics

   ☐ Obstetrics

   ☐ Mental Health

   ☐ Community Health

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

   ☐ Medical/Surgical

   ☐ Pediatrics

   ☐ Obstetrics

   ☐ Mental Health

   ☐ Community Health

☐ Other:
_____

Comments:

10. Describe any strategies you are using to improve or expand your nursing programs:

_____

_____