HAWAIʻI STATE NURSE EDUCATION CAPACITY REPORT

ACADEMIC YEAR 2023-2024

HAWAIʻI STATE CENTER FOR NURSING

Connecting Nurses. Transforming Healthcare.

Hawai‘i State Nurse Education Capacity Report

ACADEMIC YEAR 2023-2024

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Report Citation Information:
Hawai‘i State Center for Nursing (2025). Hawai‘i State Nurse Education Capacity Report, Academic Year 2023-2024.

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The Hawai‘i State Center for Nursing monitors the state of the nursing workforce in Hawai‘i through the collection and reporting of workforce supply, education capacity, and employer demand data. These three research activities assist entities in the public and private sectors with the development and implementation of initiatives designed to develop a robust nursing workforce that meets the healthcare needs of the people of Hawai‘i now and in the future.

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ACKNOWLEDGEMENTS

The Hawai'i State Center for Nursing would like to thank the deans, directors, department chairs, and support staff at all of Hawai'i's schools of nursing. This report would not have been possible without their participation in our survey.

Chaminade University, School of Nursing

Hawai'i Community College, Nursing and Allied Health

Hawai'i Pacific University School of Nursing

Kapi'olani Community College, Nursing Department

Kaua'i Community College, Nursing Program

University of Hawai'i at Hilo, School of Nursing

University of Hawai'i at Mānoa Nancy Atmospera-Walch School of Nursing

University of Hawai'i Maui College, Nursing Program

The Researcher at the Hawai'i State Center for Nursing would also like to acknowledge the following individuals and organizations for their contributions of insight, graphics, editorial review, and survey instrumentation:

Laura Reichhardt, MS, APRN, AGPCNP-BC, FAAN,
Director,
Hawai'i State Center for Nursing

Druscilla Santiago,
Graphic Designer,
Hawai'i State Center for Nursing

National Forum of State Nursing Workforce Centers

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List of Abbreviations

Abbreviation	Definition
AACN	American Association of Colleges of Nursing
ADN	associate degree program in nursing
AGPCNP	adult-gerontology primary care nurse practitioner
APRN	advanced practice registered nurse
AY	academic year
AY 22-23	academic year 2022-2023
AY 24-25	academic year 2023-2024
BSN	baccalaureate degree program in nursing
DNP	Doctor of Nursing Practice
FNP	family nurse practitioner
GEPN	graduate entry program in nursing
HBON	Hawai'i Board of Nursing
HSCN or The Center	Hawai'i State Center for Nursing
LPN	licensed practical nurse
MSN	master's degree program in nursing
NCSBN	National Council of State Boards of Nursing
NCLEX	National Council Licensure Examination
NP	nurse practitioner
RN	registered nurse
The Forum	National Forum of State Nursing Workforce Centers
UH	University of Hawai'i

Introduction

PURPOSE OF THIS REPORT

This report summarizes data from the 2023-2024 Hawai'i Nurse Education Capacity Survey. The survey collects data from nursing schools located in Hawai'i about their capacity to provide pre- and post-license nursing education.

Schools report the number of new students they have the capacity to enroll, the number of applications submitted by prospective students, and number of graduates who completed their programs. Schools also provide information about their faculty including the number of vacancies and the demographic characteristics of faculty in full- and part-time positions. The survey also collects data about the factors that adversely impact schools' capacity and the extent to which they meet several evidence-based quality measures for nurse education programs. A detailed description of the survey method is provided in the appendix of this report.

By producing this report annually, the Hawai'i State Center for Nursing can make schools, employers, and workforce planners aware of changes in the demand for nurse education, schools' enrollment caps or graduates, and the availability of academic programs that support the stability of the statewide nursing workforce.

PROGRAM DETAILS

Tables containing schools' accreditation status, tax classification, degrees offered, and admission frequency are available in the appendices of this report. This information, along with a discussion of the purpose of various types of pre- and post-license nursing programs, were included in the text of previous reports as recently as AY 2022-2023. Historical education capacity reports are available on the Center's website.

HISTORICAL DATA

References in this report to year-over-year changes are based on the Center's AY 2022-2023 Education Capacity Report. Historical education capacity data for LPN programs, pre-license RN programs, and nursing faculty going back to AY 17-18 are available in interactive online dashboards on the Center's website.

INCLUSIVE LANGUAGE

Throughout this report, the term "Filipino/a" refers to persons of any gender who have ethnic ancestry originating in the Philippine Islands. The term "Latino/a" refers to persons of any gender with ethnic ancestry originating in Latin America. We have chosen these terms in an attempt to be simultaneously gender inclusive and culturally sensitive.

ACCESSIBILITY

The Center has made a concerted effort to make this document compliant with guidelines for producing accessible electronic documents as provided by the U.S. Department of Health and Human Services. There may, however, be tables in the report that are difficult to interpret using screen readers or other assistive technology. If you have difficulty accessing any of the content of this report, please contact the Hawai'i State Center for Nursing at hscndata@hawaii.edu to request the content of this report in an alternate format.

State of Nursing Education in Hawai‘i

The current state of nursing education in Hawai‘i is generally positive: enrollment demand for all types of pre-license programs is high, capacity to enroll new students has increased, no new or unexpected challenges to enrollment capacity have emerged, and schools meet most or all of the NCSBN quality guidelines for pre-license education.

INCREASED ENROLLMENT CAPACITY & DEMAND

Pre-license nursing education programs are the foundation of the nursing workforce. They provide aspiring nurses with the minimum education and training required for initial licensure and entry into nursing practice. Decreases in either schools' capacity to admit students to pre-license programs or the demand for enrollment into these programs can signal a future decline in the number of nurses available to care for the population.

In 2024, AACN reported an upswing in the number of enrollments to BSN programs following a decrease in enrollments in 2022 (American Association of Colleges of Nursing, 2024). Consistent with national trends, enrollment demand for pre-license education also increased in Hawai‘i. Simultaneously, schools reported an increase in enrollment capacity in LPN, ADN, and BSN programs. Though it is not clear from data available in the Education Capacity Survey what the primary driver of the increase in capacity was, schools that are part of the University of Hawai‘i System have received the benefit of additional legislative funding for faculty hiring, training of clinical faculty, and the expansion of programs. Further, some schools reported cultivating more robust academic-practice partnerships which has helped to mitigate the two most significant limitations on capacity: a shortage of clinical placements and difficulty hiring faculty.

Additional funding has allowed schools to expand not just the number of students they are able to admit but also the geographic area within the state served by their programs. For example, the UH Maui College LPN Bridge program serves students on Maui as well as students on O‘ahu, Hawai‘i Island, Kaua‘i, and Moloka‘i. A partnership between the University of Hawai‘i's Mānoa and West O‘ahu campuses brought the UH Mānoa nursing program to O‘ahu's West Side.

IN

2024

AACN REPORTED AN UPSWING IN THE NUMBER OF ENROLLMENTS TO BSN PROGRAMS FOLLOWING A DECREASE IN ENROLLMENTS IN 2022

FACULTY-RELATED INDICATORS OF EDUCATIONAL QUALITY

In addition to expanding enrollment capacity and the geographic reach of their programs, Hawai'i's schools of nursing have adopted practices and policies related to faculty that are associated with quality nursing education (Spector et al., 2020). Of note is schools' commitment to supporting their faculty members' successful transition into their role and encouragement of their professional development. Nearly all of Hawai'i's eight schools of nursing (88%) reported that new faculty are provided mentorship by experienced faculty colleagues. Mentorship can help faculty understand the expectations and navigate the challenges of their unique professional role. Most schools also reported that they provide their clinical faculty with a formal orientation to their role. This promotes clear expectations of faculty and encourages consistency for students in their clinical experiences across different instructors.

In terms of supporting faculty professional development, 75% of schools report that they require their faculty to complete professional development courses specifically related to teaching or adult learner pedagogy. Additionally, 75% of schools report providing or facilitating faculty access to professional development opportunities. Schools of nursing support the quality of their educational programs by ensuring that their faculty maintain not only their nursing expertise but also their competency as educators.

Although a majority of schools meet many of the faculty-related quality indicators for nursing education, there are two notable opportunities for improvement. The first is that only half of schools require that faculty have formal training in any aspect of teaching. As nursing school provides education for nursing practice but does not prepare educators, nurses who aspire to be faculty must pursue formal training beyond their nursing education. While this would ensure that all nursing faculty are adequately prepared for the role of educator, requiring formal training in teaching and pedagogy would further limit an already strained workforce. The availability of teaching-related professional development opportunities and graduate certificate programs can help faculty cultivate their competence even after beginning their careers as educators.

The second opportunity for improvement is that only 13% of schools require that faculty using simulation are required to be certified in simulation. Generally, simulation certification is sought by educators who specialize in the utilization of simulation. Many faculty, however, incorporate some use of simulation in their laboratory courses. Pursuing a simulation certification for most faculty would be both impracticable and unnecessary. It may, however, be helpful for schools to have at least one certified instructor on staff to assist faculty in developing, running, and debriefing validated and educationally impactful simulations.

75%

OF SCHOOLS REPORT THAT THEY REQUIRE THEIR FACULTY TO COMPLETE PROFESSIONAL DEVELOPMENT COURSES SPECIFICALLY RELATED TO TEACHING OR ADULT LEARNER PEDAGOGY

TABLE 1. FACULTY-RELATED NCSBN PRE-LICENSE PROGRAM APPROVAL GUIDELINES

Faculty-Related Program Quality Indicators	Schools Meeting Criterion
Proportion of Full-Time Faculty	
At least 35% of all faculty are full-time hires*	75%
Education and Experience Required for Faculty Role**	
Clinical faculty have direct patient care experience within the last five years.	100%
Simulation faculty are certified.	13%
Faculty are required to have had some formal training in teaching, curriculum design, assessments, teaching in multiple platforms, classroom management, etc.	50%
Transition to Role Support	
New clinical faculty members are provided formal orientation to their role	88%
New faculty members are formally mentored by an experienced faculty member in your department	88%
Professional Development and Lifelong Learning	
Faculty members are required or expected to complete continuing education or other professional development related to nursing education and adult learner pedagogy.	75%
Your department/institution hosts workshops/presentations/etc. to support your faculty members' professional development.	75%

Note.
**Schools reported the total number of filled faculty lines by FTE status (part-time vs. full-time). Based on those data we determined whether a school met the 35% full-time faculty quality indicator.*
***The Guidelines include two additional criteria related to the minimum education for faculty by the type of program in which they teach. We did not ask schools to classify their faculty by program so we could not calculate the percentage of schools meeting each criterion.*

CHALLENGES TO CAPACITY

Although Hawai'i's schools of nursing are committed to maintaining a high quality of education while working to expand access to pre-license programs, they continue to report several capacity constraints. Consistent with longstanding historical reports, schools are most likely to report that hiring full-time faculty and securing clinical training sites were their top challenges. In the past two survey cycles, an increasing proportion of schools reported that obtaining tangible resources like classroom space or educational equipment was the top challenge affecting their programs.

For the first time, in AY 23-24, we asked schools to rate how difficult it is for them to address the challenges that impact their programs. Filling full-time faculty positions was not only the top challenge for 38% of schools but it also received an average difficulty rating of 3.1 out of 4, which indicates that this frequent challenge is also difficult to address. In contrast, 25% of schools report that obtaining tangible resources was their top challenge. It received

an average difficulty rating of 2.5 out of 4, suggesting that although this is an activity schools must expend energy addressing, getting their needs met is generally easy to do.

Schools reported implementing several successful approaches to addressing their most pressing program needs including:

- cultivating stronger academic-practice partnerships to facilitate an approach to clinical education that works well for both the schools and the clinical sites,
- seeking clinical placements in different settings or during different shifts to reduce strain on a competitive clinical environment, and
- working with private funders and donors to supplement revenue to obtain and retain resources necessary for program functioning.

These activities demonstrate local schools' commitment to navigating the challenges inherent in offering pre-license education and ensuring that there is sufficient in-state capacity to sustain the local workforce.

TABLE 2. FACTORS THAT ADVERSELY AFFECT NURSE EDUCATION PROGRAMS

Challenges Affecting Programs	Schools Reporting as #1 Challenge	Average Difficulty Rating
Fill full-time faculty positions	38%	3.1
Secure clinical training sites	25%	2.9
Obtain and retain resources (e.g., classroom space, instructional materials, support staff, etc.	25%	2.5
Secure preceptors	13%	3.0
Securing funding for new faculty lines or faculty pay raises	0%	3.4
Fill clinical (full-time or part-time) faculty positions	0%	3.0
Obtain and maintain staff, equipment, and other materials for labs/simulations	0%	2.8

Note. Difficulty was rated on a 4-point scale where 1=very easy, 2=easy, 3=difficult, and 4=very difficult.

Pre-License Programs

ENROLLMENT CAPACITY & DEMAND, AND NEW ENROLLMENTS

In every type of pre-license program except for the GEPN, enrollment capacity, or the number of seats available for new students, increased in AY 23-24 as compared to the previous year. This led to a subsequent increase in both admissions and enrollments in LPN, ADN, and BSN programs.

Though schools reported increases in their pre-license program capacity, the number of applications schools received for all types of pre-license programs continued to exceed available seats. LPN programs admitted 86% of applicants which is the highest acceptance rate of any type of pre-license program. Across ADN, BSN, and GEPN programs, schools received an average of 2.9 fully qualified applications per opening for new students. As a result, these programs denied admission to between 51% and 66% of applicants.

It is common for schools to admit more students than they have capacity to teach as students may decline to enroll for any number of reasons such as being admitted to another program, receiving inadequate financial aid, or opting not to attend school at all. It is also important to note that schools report aggregate data on the Education Capacity Survey rather than data at the individual student level. This means that the Center has no way to estimate the number of unique individuals who applied or who were admitted to Hawai'i's programs. For example, a student who applied to and was admitted to every pre-license BSN program in the state would account for four applications and four admissions, but only one enrollment. As a result, the number of enrollments is generally much smaller than the number of students admitted to a program. Because of this limitation of the data, program acceptance rates should not be the sole basis for evaluating the nursing education environment in the state.

AN AVERAGE OF

2.9

FULLY QUALIFIED APPLICATIONS WERE SUBMITTED PER OPENING FOR NEW STUDENTS ACROSS ADN, BSN, AND GEPN PROGRAMS. AS A RESULT, THESE PROGRAMS DENIED ADMISSION TO BETWEEN **51% AND 66%** OF APPLICANTS.

TABLE 3. PRE-LICENSE PROGRAMS: OPENINGS, APPLICATIONS, ADMISSIONS, AND NEW ENROLLMENTS

	LPN	ADN	BSN	GEPN
Available Openings	73	150	451	48
Qualified Applications	87	411	1461	145
Applications Received per Available Opening *(Qualified Applications Received/Available Openings)*	1.2	2.7	3.2	3.0
Admissions Offered	75	135	694	71
Acceptance Rate *(Admissions Offered/Qualified Applications Received)*	86%	33%	48%	49%
New Students Enrolled	69	133	393	47

In AY 23-24, enrollment capacity, demand, admissions, and enrollments changed as compared to the previous academic year as follows:

- **In LPN Programs**
  - Seats for new students increased by 4%
  - Fully qualified applications received increased by 13%
  - New students admitted increased by 21%
  - New students enrolled increased by 11%
- **In ADN programs**
  - Seats for new students increased by 19%
  - Fully qualified applications received increased by 7%
  - New students admitted increased by 21%
  - New students enrolled increased by 19%
- **In BSN programs**
  - Seats for new students increased by 9%
  - Fully qualified applications received increased by 61%
  - New students admitted increased by 27%
  - New students enrolled increased by 10%
- **In the GEPN program**
  - Seats for new students did not change
  - Fully qualified applications received decreased by 10%
  - New students admitted increased by 16%
  - New students enrolled decreased by 2%

GRADUATES

The sustainability of the nursing workforce in the state is not contingent just on the number of new students who are admitted to pre-license programs, but also on the number of students who graduate from these programs and go on to get licensed.

In AY 23-24, 68 students graduated from LPN programs and met the minimum educational qualification to take the NCLEX-PN. This represents a 4% increase in LPN program graduates as compared to AY 22-23.

431 students graduated from RN programs, of which 30% completed an ADN program and 70% completed a BSN program. Additionally, 31 students completed the RN portion of a GEPN program. In total 462 students completed academic programs that made them eligible to take the NLCEX-RN in AY 23-24.

- **As compared to AY 22-23:**
  - ADN graduates increased by 2%
  - BSN graduates increased by 2%
  - Combined graduates from ADN and BSN programs increased by 2%
  - GEPN graduates decreased by 33%

TABLE 4. PRE-LICENSE PROGRAMS: GRADUATES

	LPN[1]	ADN	BSN	GEPN[2]
Program Graduates	68	129	302	31
% Graduates from Neighbor Island Schools	66%	68%	13%	0%

Notes.
[1] *UH Maui College's LPN program enrolled students in every county, but because they were enrolled at UHMC, they are all attributed to the Neighbor Islands for the purpose of this report.*
[2] *There are no GEPN programs on Neighbor Islands.*

TABLE 5. PRE-LICENSE PROGRAMS: STUDENT DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristic	LPN		ADN		BSN		GEPN	
	#	%	#	%	#	%	#	%
Gender Total	**71**	**100%**	**288**	**100%**	**1101**	**100%**	**48**	**100%**
Female	62	87%	237	82%	924	84%	35	73%
Male	9	13%	51	18%	176	16%	13	27%
Other/Nonbinary	0	0%	0	0%	0	0%	0	0%
Unknown/Missing	0	0%	0	0%	1	0%	0	0%
Race/Ethnicity Total	**71**	**100%**	**288**	**100%**	**1101**	**100%**	**48**	**100%**
American Indian or Alaska Native	0	0%	0	0%	9	1%	1	2%
Chinese	1	1%	5	2%	17	2%	2	4%
Filipino/a	9	13%	54	19%	162	15%	6	13%
Japanese	2	3%	7	2%	14	1%	3	6%
Other Asian	3	4%	8	3%	298	27%	1	2%
Black or African American	0	0%	1	0%	16	1%	0	0%
Hispanic or Latino/a	0	0%	2	1%	74	7%	4	8%
Middle Eastern or North African	0	0%	0	0%	0	0%	0	0%
Native Hawaiian	2	3%	16	6%	148	13%	13	27%
Other Pacific Islander	0	0%	0	0%	15	1%	2	4%
White	2	3%	21	7%	94	9%	6	13%
Two or More Races	8	11%	44	15%	157	14%	10	21%
Some Other Race	0	0%	0	0%	0	0%	0	0%
Unknown	44	62%	130	45%	97	9%	0	0%
Age Total	**71**	**100%**	**288**	**100%**	**1101**	**100%**	**48**	**100%**
20 Years or Younger	2	3%	4	1%	390	35%	0	0%
21 Years to 25 Years	12	17%	66	23%	365	33%	23	48%
26 Years to 30 Years	16	23%	80	28%	127	12%	15	31%
31 Years to 40 Years	9	13%	69	24%	120	11%	9	19%
41 Years to 50 Years	0	0%	16	6%	21	2%	1	2%
51 Years to 60 Years	1	1%	2	1%	2	0%	0	0%
61 Years and Older	0	0%	2	1%	0	0%	0	0%
Unknown/Missing	31	44%	49	17%	76	7%	0	0%

Post-License Programs

ENROLLMENT CAPACITY & DEMAND, AND NEW ENROLLMENTS

While pre-license programs provide the minimum educational qualifications for entry into the nursing profession, post-license programs promote nurses' professional development and advancement within the profession. Post-license programs such as LPN-to-BSN or graduate APRN programs support nurses' movement into roles with more expansive scopes of practice. Other types of programs such as graduate programs in population health, nursing education, or leadership provide nurses with the opportunity to develop deeper expertise in a specialized area of nursing.

In AY 23-24, demand for post-license education was high and exceeded available capacity for new students but to a lesser degree than in pre-license programs. Schools are more likely to report having flexible capacity to admit new students to their post-license programs, often because they have less intense and competitive clinical education requirements. As a result, many post-license programs offer admission to all fully qualified applicants, resulting in high overall statewide acceptance rates.

Enrollment capacity and demand for graduate nursing education increased substantially in AY 23-24 as compared to the previous year, most likely owing to the relatively recent availability of two types of highly sought-after programs: psychiatric-mental health NP and nurse educator. Several schools have added one or both of these programs in the past two academic years resulting in a surge of interest and enrollment in graduate nursing programs.

As compared to AY 22-23, enrollment capacity, demand, admissions, and enrollments changed in the following ways:

- **In RN-to-BSN Programs**
  - Seats for new students decreased by 2%
  - Fully qualified applications received decreased by 2%
  - New students admitted decreased by 2%
  - New students enrolled increased by 17%
- **In MSN programs**
  - Seats for new students increased by 64%
  - Fully qualified applications received increased by 30%
  - New students admitted increased by 31%
  - New students enrolled increased by 21%

- **In DNP programs**
  - Seats for new students increased by 52%
  - Fully qualified applications received increased by 48%
  - New students admitted increased by 45%
  - New students enrolled increased by 39%

TABLE 6. POST-LICENSE PROGRAMS: OPENINGS, APPLICATIONS, ADMISSIONS, AND NEW ENROLLMENTS

	LPN-to-BSN	RN-to-BSN	MSN	DNP	PhD
Available Openings	0	51	199	186	0
Qualified Applications	0	51	200	192	0
Applications Received per Available Opening *(Qualified Applications Received/ Available Openings)*	--	1.00	1.01	1.03	--
Admissions Offered	0	51	158	161	0
Acceptance Rate *(Admissions Offered/Qualified Applications Received)*	--	100%	79%	84%	--
New Students Enrolled	0	41	108	103	0

Notes. At least one institution reported that they adjust their seats available for new students for their RN-to-BSN, MSN, or DNP programs based on the number of qualified applications they receive. If schools reported variable capacity, the number of qualified applications substituted for the number of openings for new students.

GRADUATES

RN-to-BSN programs graduated 38 students in AY 23-24 which represents a 15% increase as compared to the previous academic year.

A total of 116 students graduated from graduate nursing programs (MSN, DNP, PhD) in AY 23-24 which is an increase of 93% over the previous academic year. MSN graduates increased by 152% and DNP graduates increased by 63%. Of the 115 graduates from MSN and DNP programs, 67 (58%) graduated from a program that prepared them for practice as NPs.

TABLE 7. POST-LICENSE PROGRAMS: GRADUATES

	LPN-to-BSN	RN-to-BSN	MSN	DNP	PhD
Program Graduates	1	38	53	62	1
% Graduates from Neighbor Island Schools	0%	18%	0%	8%	0%

Note. There are no LPN-to-BSN, MSN, or PhD programs on Neighbor Islands.

TABLE 8. MSN AND DNP GRADUATES BY PROGRAM TYPE

	MSN	DNP
Specialty RN Programs		
Advanced Population Health	28	
APRN Programs		
Adult-Gerontology Acute Care NP	5	
Adult-Gerontology Primary Care NP		1
Family NP	18	38
Psychiatric-Mental Health NP	2	3
Doctor of Nursing Practice Programs		
Executive Leader		3
Post-Master's DNP		15

Note. Blank cells indicate that the program track is not offered for that degree type.

TABLE 9. NURSE PRACTITIONER GRADUATES BY PROGRAM AND LOCATION

	Total	MSN	DNP
Graduates from NP Programs	67	25	42
% Graduates from Neighbor Island Schools	7%	0%	12%

Note. There are no MSN programs on Neighbor Islands.

TABLE 10. POST-LICENSE PROGRAMS: STUDENT DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristic	LPN-to-BSN		RN-to-BSN		MSN		DNP		PhD	
	#	%	#	%	#	%	#	%	#	%
Gender Total	**11**	**100%**	**66**	**100%**	**236**	**100%**	**256**	**100%**	**1**	**100%**
Female	11	100%	35	53%	189	80%	192	75%	1	100%
Male	0	0%	13	20%	47	20%	38	15%	0	0%
Other/Nonbinary	0	0%	0	0%	0	0%	0	0%	0	0%
Unknown/Missing	0	0%	18	27%	0	0%	26	10%	0	0%
Race/Ethnicity Total	**11**	**100%**	**66**	**100%**	**236**	**100%**	**256**	**100%**	**1**	**100%**
American Indian or Alaska Native	0	0%	3	5%	4	2%	2	1%	0	0%
Chinese	0	0%	1	2%	1	0%	4	2%	0	0%
Filipino/a	2	18%	11	17%	26	11%	17	7%	0	0%
Japanese	0	0%	4	6%	7	3%	10	4%	0	0%
Other Asian	1	9%	1	2%	8	3%	31	12%	0	0%
Black or African American	0	0%	0	0%	10	4%	19	7%	0	0%
Hispanic or Latino/a	3	27%	3	5%	27	11%	19	7%	0	0%
Middle Eastern or North African	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian	0	0%	9	14%	4	2%	17	7%	1	100%
Other Pacific Islander	2	18%	1	2%	10	4%	7	3%	0	0%
White	0	0%	7	11%	105	44%	60	23%	0	0%
Two or More Races	3	27%	9	14%	30	13%	41	16%	0	0%
Some Other Race	0	0%	0	0%	0	0%	0	0%	0	0%
Unknown	11	100%	66	100%	236	100%	256	100%	1	100%
Age Total	**11**	**100%**	**66**	**100%**	**236**	**100%**	**256**	**100%**	**1**	**100%**
20 Years or Younger	0	0%	0	0%	0	0%	0	0%	0	0%
21 Years to 25 Years	2	18%	13	20%	16	7%	26	10%	0	0%
26 Years to 30 Years	3	27%	7	11%	53	22%	56	22%	0	0%
31 Years to 40 Years	6	55%	17	26%	100	42%	81	32%	1	100%
41 Years to 50 Years	0	0%	7	11%	58	25%	49	19%	0	0%
51 Years to 60 Years	0	0%	4	6%	5	2%	18	7%	0	0%
61 Years and Older	0	0%	1	2%	4	2%	1	0%	0	0%
Unknown/Missing	0	0%	17	26%	0	0%	25	10%	0	0%

Nurse Faculty

FACULTY POSITIONS AND VACANCIES

TABLE 11. NURSE FACULTY: TOTAL POSITIONS, FILLED POSITIONS, AND VACANCIES

Position Type	Full-Time		Part-Time		Total	
	#	%	#	%	#	%
Total Positions	**143**	**100%**	**411**	**100%**	**554**	**100%**
Filled Positions	122	85%	411	100%	533	96%
Vacant Positions	21	15%	0	0%	21	4%

In AY 23-24, schools reported a total of 554 funded full- and part-time faculty positions, which is three positions fewer than were reported in AY 22-23. The loss of three funded faculty lines across all schools in the state would be considered negligible except that all of the lost faculty lines were for full-time positions. In fact, schools reported six fewer funded full-time positions in AY 23-24 than in the previous year. The decrease in full-time positions was partially offset by an increase of three part-time positions.

Of the 554 funded positions, 21 (4%) were vacant at the time of the survey all of which were full-time positions. The full-time faculty vacancy rate was 15% which is higher than both the national full-time faculty vacancy rate of 8% (Byrne et al., 2023) and the AY 22-23 Hawai'i full-time vacancy rate of 13%. Because the total number of funded full-time faculty positions decreased in AY 23-24 as compared to the previous academic year, vacancies are more likely attributable to schools' need to fill recently vacated positions as opposed to the addition of newly funded positions.

As has been the case for several academic years in a row, full-time faculty are considerably older, on average, than the nursing workforce as a whole: 33% of full-time faculty

TO SUSTAIN EDUCATION CAPACITY AND ENSURE THAT THERE IS AN AVAILABLE FULL-TIME FACULTY WORKFORCE A DECADE FROM NOW, **URGENT FOCUS** SHOULD BE PLACED ON DEVELOPING THE NEXT GENERATION OF ACADEMIC NURSE EDUCATORS.

are over the age of 60, whereas 16% of all RNs and 20% of all APRNs working in Hawai'i are over the age of 60 (Hawai'i State Center for Nursing, 2023). Because nursing faculty are older, on average, than the rest of the state's nursing workforce, nursing faculty are proportionally more likely to retire within the next 10 years. To sustain education capacity and ensure that there is an available full-time faculty workforce a decade from now, urgent focus should be placed on developing the next generation of academic nurse educators. Programs like the recently established Nurse Education and Leadership degree at the University of Hawai'i at Mānoa can support nurses who are interested in pursuing educator roles, and the thoughtful mentorship of part-time clinical faculty may support the transition of some part-time faculty into full-time roles.

TABLE 12. NURSE FACULTY: DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristic	Full-Time		Part-Time		Total	
	%	#	%	#	%	#
Gender	**122**	**100%**	**411**	**100%**	**533**	**100%**
Female	108	89%	338	82%	446	84%
Male	14	11%	70	17%	84	16%
Other/Nonbinary	0	0%	0	0%	0	0%
Unknown/Missing	0	0%	3	1%	3	1%
Race/Ethnicity	**122**	**100%**	**411**	**100%**	**533**	**100%**
American Indian or Alaska Native	1	1%	4	1%	5	1%
Chinese	2	2%	4	1%	6	1%
Filipino/a	13	11%	15	4%	28	5%
Japanese	5	4%	15	4%	20	4%
Other Asian	8	7%	120	29%	128	24%
Black or African American	6	5%	9	2%	15	3%
Hispanic or Latino/a	8	7%	13	3%	21	4%
Middle Eastern or North African	1	1%	1	0%	2	0%
Native Hawaiian	8	7%	36	9%	44	8%
Other Pacific Islander	1	1%	0	0%	1	0%
White	54	44%	149	36%	203	38%
Two or More Races	7	6%	29	7%	36	7%
Some Other Race	0	0%	0	0%	0	0%
Unknown	8	7%	16	4%	24	5%

Demographic Characteristic	Full-Time		Part-Time		Total	
	%	#	%	#	%	#
Age	**122**	**100%**	**411**	**100%**	**533**	**100%**
30 Years or Younger	2	2%	18	4%	20	4%
31 Years to 40 Years	14	11%	108	26%	122	23%
41 Years to 50 Years	33	27%	129	31%	162	30%
51 Years to 55 Years	23	19%	53	13%	76	14%
56 Years to 60 Years	11	9%	33	8%	44	8%
61 Years to 65 Years	26	21%	19	5%	45	8%
66 Years to 70 Years	6	5%	24	6%	30	6%
71 Years and Older	7	6%	11	3%	18	3%
Unknown/Missing	0	0%	16	4%	16	3%
Highest Degree Earned	**122**	**100%**	**411**	**100%**	**533**	**100%**
ADN	0	0%	0	0%	0	0%
BSN	2	2%	199	48%	201	38%
Baccalaureate, Non-Nursing	0	0%	0	0%	0	0%
Master's Degree, Nursing	45	37%	113	27%	158	30%
Master's Degree, Non-Nursing	3	2%	6	1%	9	2%
DNP	27	22%	61	15%	88	17%
Doctoral Practice Degree, Non-Nursing	13	11%	6	1%	19	4%
PhD, Nursing	18	15%	9	2%	27	5%
PhD, Non-Nursing	6	5%	1	0%	7	1%
Unknown/Missing	8	7%	16	4%	24	5%

Appendices

APPENDIX A – GLOSSARY OF NURSE EDUCATION PROGRAMS OFFERED IN HAWAIʻI

Term	Definition
Pre-license Programs	**Nurse education programs that admit students with no prior education or experience in nursing.**
LPN Program	A program of instruction that requires at least one year of full-time equivalent coursework generally within a high school, vocational/technical school, or community/junior college setting, the completion of which results in a diploma or certificate of completion and eligibility to apply for licensure as an LPN (see also Hawaiʻi Administrative Rules §16-89-11 and §16-89-12).
ADN Program, Generic/Traditional	A program of instruction that requires at least two years of full-time equivalent college academic work generally within a junior or community college, the completion of which results in an associate degree with a major in nursing and eligibility to apply for licensure as an RN. (See also Hawaiʻi Administrative Rules §16-89-10).
Pre-License BSN Program, Generic/Traditional*	A program of instruction to prepare generalist registered nurses that admits students with no previous nursing education, the completion of which results in a baccalaureate degree (e.g., BS, BSN, etc.) with a major in nursing and eligibility to apply for licensure as an RN. The program requires at least four years but not more than five years of full-time equivalent college course work within a senior college or university. (See also Hawaiʻi Administrative Rules §16-89-10).
Pre-License Graduate Entry (GEPN) Program*	A program of instruction that admits baccalaureate degrees in other disciplines and no previous nursing education. The program prepares graduates for entry into the profession, eligibility to apply for licensure as an RN, and upon completion, *awards a graduate degree in nursing (e.g., MSN, DNP, PhD).* (See also Hawaiʻi Administrative Rules §16-89-10).
Post-license Programs	**Nurse education programs that require a prospective student to hold an active nursing license to be eligible for admission.**
LPN to BSN Program*	*A program for students licensed as LPNs the completion of which results in a baccalaureate degree (e.g., BS, BSN, etc.) with a major in nursing and eligibility to apply for licensure as an RN.*
Post-License BSN (RN-to-BSN) Program	A post-license BSN program for students who are already licensed as RNs whose highest nursing education is a diploma or associate degree.
MSN Program *	A post-license master's program with emphasis on advanced clinical practice, including Nurse Practitioner, Nurse Anesthetist, Nurse Midwifery, and Clinical Nurse Specialist tracks. *Includes RN-to-MSN and post-baccalaureate admissions pathways.*
DNP Program*	A program of instruction that prepares graduates for the highest level of nursing practice beyond the initial preparation in the discipline. The DNP is the terminal practice degree. *Includes post-baccalaureate and post-master's admissions pathways.*
PhD Program*	A post-licensure doctoral program that culminates in the PhD in Nursing. *Includes post-baccalaureate and post-master's admissions pathways.*

**Italicized program titles, definitions, or parts of definitions are additions or modifications to those published in the source document published by the National Forum of State Nursing Workforce Centers (2020).*

APPENDIX B – METHOD FOR 2022-2023 NURSE EDUCATION CAPACITY SURVEY

INSTRUMENTATION

The data collection instrument for the Education Capacity Survey is based on the National Nursing Workforce Minimum Dataset for Education as published by the National Forum of State Nursing Workforce Centers (2020). The Forum recommends that states use the appropriate MDS for education, supply, and employment demand so that national dialogue about nursing workforce development can be informed by data that is collected at the state level.

In addition to the data points recommended by the Forum, the Center added questions related to graduate degree program tracks, challenges to program growth or sustainability, responses to those challenges, and NCSBN's quality indicators for nurse education programs.

The survey instrument was converted to a form fillable .pdf file with calculation and data validation to support schools in providing accurate data. The entire survey instrument is available on request by emailing hscndata@hawaii.edu.

PROCEDURE

The survey was sent via email by the Center's researcher to the Dean or Nursing Program Director on record for each of the eight schools of nursing with a physical campus in Hawai'i. Schools received the survey on March 4, 2025. Schools were given an initial submission deadline of April 30, 2025. 100% of schools reported and provided clarifications or corrections to their surveys by May 23, 2025.

APPENDIX C – ACCREDITATION, BOARD APPROVAL, & TAX CLASSIFICATION OF SCHOOLS OF NURSING

School Name	Accreditation		Federal Tax Classification		
	ACEN	CCNE	Public	Not for Profit	For Profit
Number of Schools (State)	**4**	**4**	**6**	**2**	**0**
City & County of Honolulu					
Chaminade University		●		●	
Hawai'i Pacific University		●		●	
Kapi'olani Community College	●		●		
University of Hawai'i at Mānoa		●	●		
County of Hawai'i					
Hawai'i Community College	●		●		
University of Hawai'i at Hilo		●	●		
County of Maui					
University of Hawai'i Maui College	●		●		
County of Kaua'i					
Kaua'i Community College	●		●		

APPENDIX D – PROGRAM ADMISSIONS BY SEMESTER, AY 2023-2024

	LPN			ADN			BSN			GEPN			LPN to BSN			RN to BSN			MSN			DNP			PhD		
# Programs	2			4			4			1			1			4			2			3			1		
Admissions Semesters*	F	S	I	F	S	I	F	S	I	F	S	I	F	S	I	F	S	I	F	S	I	F	S	I	F	S	I
Associate Degree-Granting Institutions																											
Hawai'i Community College			●	●																							
Kapi'olani Community College	●	●		●	●																						
Kaua'i Community College				●																							
University of Hawai'i Maui College		●		●																							
Baccalaureate Degree-Granting Institutions																											
Chaminade University							●	●														●	●				
Hawai'i Pacific University							●	●											●	●	●	●	●	●			
University of Hawai'i at Hilo							●									●	●					●					
University of Hawai'i at Mānoa							●	●		●						●	●		●			●					

F = Fall Semester, S = Spring Semester, I = Summer Intersession.

A pink cell indicates that a school did not offer a given program during AY 23-24. A white cell indicates that a school operated the program during the AY but did not admit new students during the academic term. A dot indicates that a school admitted new students into the program for the indicated semester.

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