

# South Carolina Nursing Education Programs August 2014 – July 2015



## Acknowledgments

This document was produced by the Office for Healthcare Workforce Analysis and Planning in the South Carolina Area Health Education Consortium (AHEC) in collaboration with The Office for Health Workforce Research for Nursing in the College of Nursing at the University of South Carolina - Columbia. Questions concerning the report, or for additional information about the Registered Nurse workforce, please contact the Office for Healthcare Workforce Analysis and Planning at [OfficeForHealthcareWorkforce@gmail.com](mailto:OfficeForHealthcareWorkforce@gmail.com) .

For additional information about nurses and many other health professionals in South Carolina, please visit our websites: [www.OfficeforHealthcareWorkforce.org](http://www.OfficeforHealthcareWorkforce.org) or [Office of Healthcare Workforce Research for Nursing](#) .

## Table of Contents

Summary Report.....	1
Licensed Practical Nursing Programs.....	7
Associate Degree Nursing Programs.....	13
Baccalaureate Degree Nursing Programs .....	18
Graduate Level Nursing Programs .....	24

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# Summary of South Carolina Nursing Education Program Characteristics

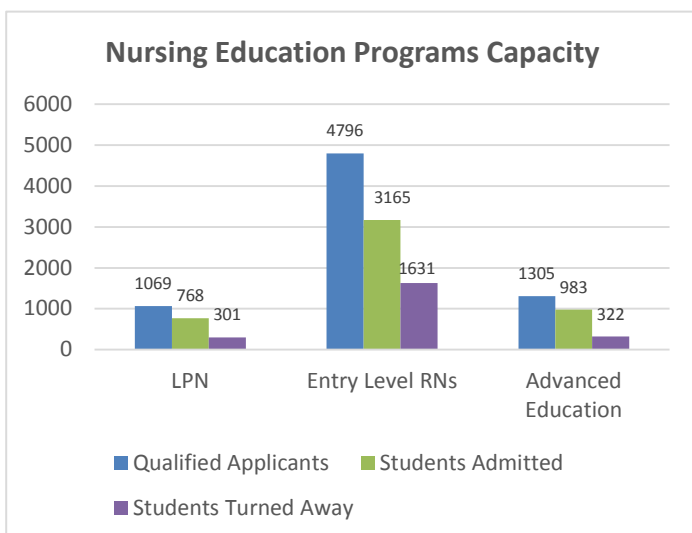
## Academic Year August, 2014 – July, 2015

In the Spring of 2016, the Office of Healthcare Workforce Research for Nursing at the USC College of Nursing and the Office for Healthcare Workforce Analysis and Planning within the South Carolina AHEC surveyed all South Carolina nursing education programs: 36 schools offering 92 separate programs. All schools responded and all reported their program-specific student capacity information. However, not all schools answered every question on the survey. As a result the percentages reported here are based on the number of schools that did provide information.

This report provides a high level summary of the findings of that study. Statistics are organized by level of education: entry level or advanced education. More detailed information about each type of nursing education degree can be found in the program specific reports found at the end of this document.

### Nursing Program Capacity in South Carolina 2014-15

Each nursing education program reported the number of qualified applicants that applied to that program for the 2014-15 academic year, the number of applicants that were admitted, and the number of seats that were available that year for new in-coming students. That information allows us to assess our capacity for training new nurses and extending education into advanced roles, as well as measuring how much of that capacity is being used.



Entry level RN Programs include:

- Associate Degree programs
- BSN Traditional programs
- BSN Second Degree/Accelerated programs

Advanced Education Programs include:

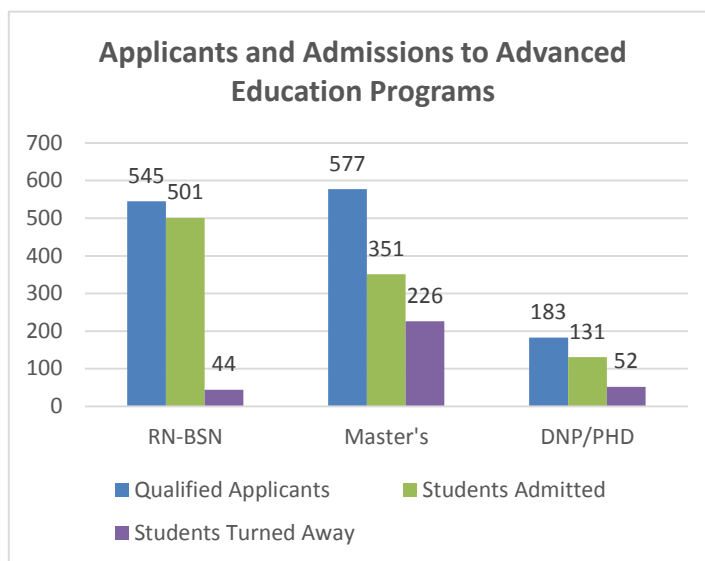
- RN to BSN programs
- Master's programs
- Doctorate programs

Capacity in Entry Level Nursing Programs: Academic Year 2014-2015				
		Entry level RN Programs		
	LPN Certificate Programs	Associates Degree Programs	BSN Traditional Programs	BSN Accelerated Programs
<b>Total # of entry-level programs</b>	16	16	12	3
<b>Total # of qualified applicants</b>	1069	2455	1492	849
<b>Total # of available seats for new students</b>	799	1850	1196	220
<b>Total # of new students admitted</b>	768	1807	1138	220
<b>Total # of qualified applicants turned away</b>	301	648	354	629
<b>Total Capacity Filled in 2014-15</b>	96.1%	97.7%	95.2%	100.0%

In the 2014 -2015 academic year 97% of all identified nursing education capacity (entry-level plus advanced education) was filled. The formula is: total # of seats available / total # of new students admitted

Related statistics:

- 51% (n = 47) of programs turned away one or more qualified applicants
- 48% (n = 44) of programs admitted all of their qualified applicants
- 11% (n=10) of programs admitted more students than they initially identified seats for



Total capacity for the advanced education nursing programs was difficult to determine due to the fact that one RN-to-BSN program reported an unlimited number of seats for new students.

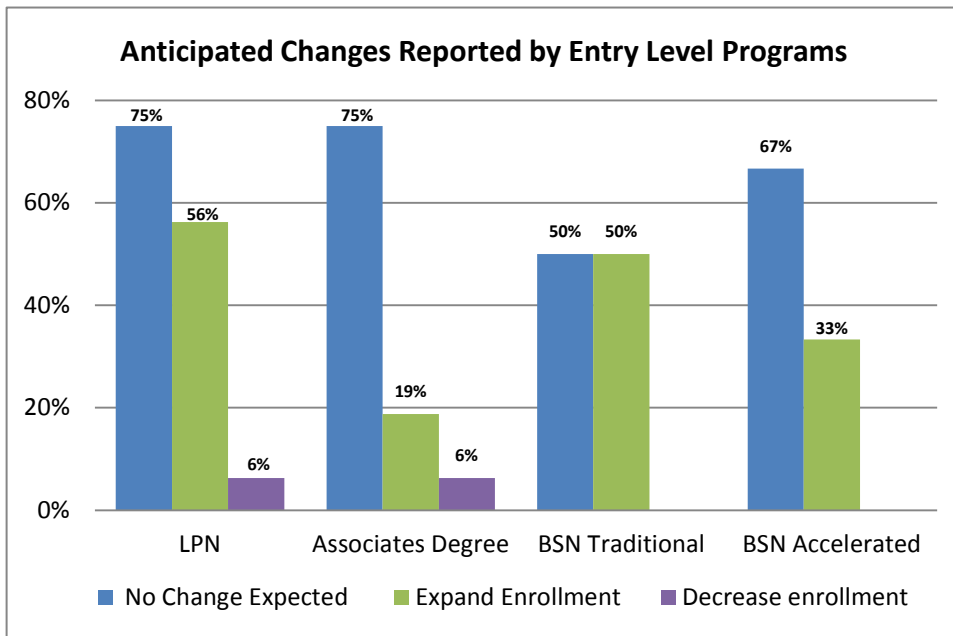
Additionally, master’s and doctoral level programs have some internal flexibility in the number of seats they set aside each year for new students<sup>1</sup> with the result that they are free to admit more new students than they may have initially planned for.

Types of Nurses and Degree Levels		Completions in 2014-15
<b>Licensed Practical Nurses</b>		387
<b>Registered Nurses</b>	Associate Degrees	1,231
	Baccalaureate Degrees	1,329
	Master’s Degrees	218
	Post-Master’s Certificates	14
	Doctorate – Nursing Practice	56
	Doctorate - PhD	8

Due to technical problems we were unable to collect student enrollment and graduate numbers in the survey. The counts in the table to the left are the aggregate numbers reported by nursing education programs to the Integrated Postsecondary Education Data System (IPEDS) for the 2014-15 academic year. **Note that the count of baccalaureate degree completions includes graduates from both entry-level programs as well as RN-to-BSN programs.**

<sup>1</sup> Advanced education programs are not regulated by the SC Board of Nursing in terms of required ratios of faculty to students and thus may adjust the number of new students accepted each year based on their judgment about available resources.

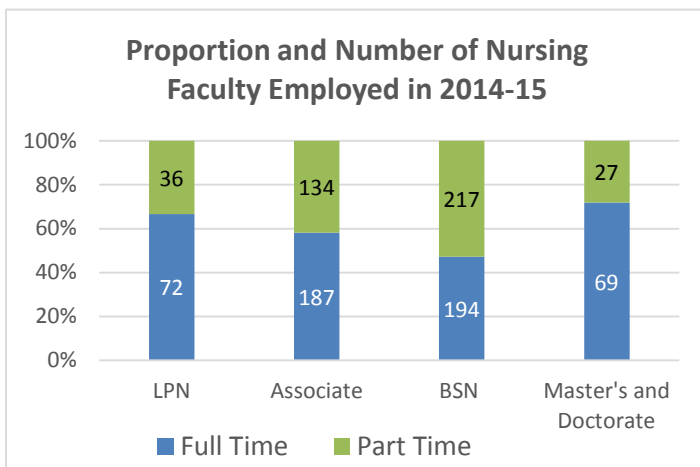
Many of the schools we surveyed plan on expanding enrollments sometime between 2015 and 2018 as illustrated in the chart to the left.



In addition to program expansions, many of the schools that currently have a nursing education program plan to add new programs within the next 3 years. The list below was provided by the schools with nursing program enrollments in the 2014-15 academic year. Additional programs may be in the planning stages in schools that did not have an active nursing education program in 2014-15.

- 2 new RN programs
- 1 new LPN to ADN transition
- 1 new ADN transition
- 1 new Paramedic to RN bridge program
- 1 new Gerontology Acute Care Master’s program
- 1 new Nursing Administration Master’s program
- 2 new Psych/Mental Health Nurse Practitioner Master’s programs
- 2 new Nursing Education Master’s programs
- 1 new Clinical Nurse Leader post-masters certificate program
- 2 new Doctorate of Nursing Practice programs

## Nursing Education Faculty Characteristics



Schools of nursing employ both full and part time faculty members. The composition of full and part time faculty varies by school type as illustrated in the chart to the left.

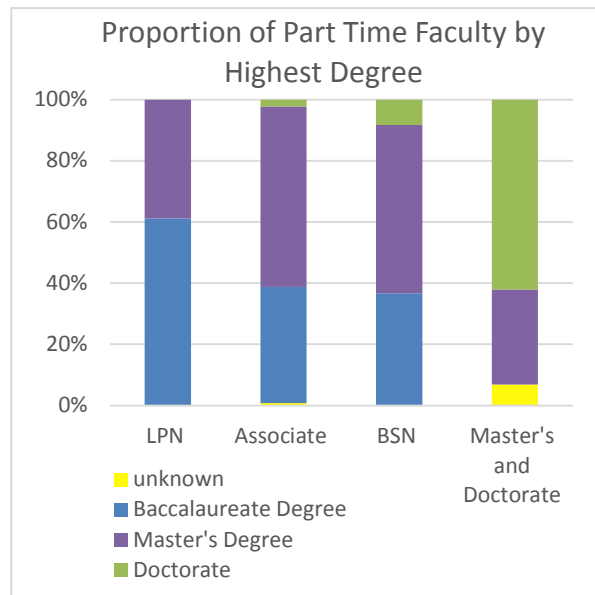
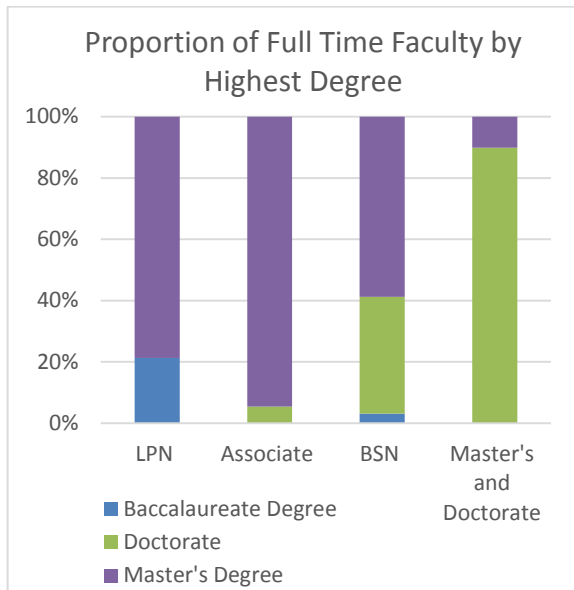
Vacancies in full time faculty positions once the school year starts can create serious problems. We asked schools to report the total number of employed faculty (full and part time) and the number of positions vacant as of their student census date (the date every school uses to establish their official enrollment numbers – usually occurring a few weeks after classes start).

Most schools, but not all, reported that information. The top half of the table below uses the information provided to calculate the percent of all budgeted full time positions that were vacant at the beginning of the 2014-15 academic year by program groups. Associate degree programs – as a group – had the lowest vacancy rate for full time faculty and graduate level programs had the highest.

The bottom half of the table summarizes the school-specific vacancy rates for full time faculty. In schools with LPN and Associate Degree RN programs the majority had no vacancies at their 2014 student census date. But the majority of baccalaureate degree programs and graduate level programs did have vacancies among their full time staff positions. These programs require a higher level of education and clinical specialization from their faculty and thus have a more restricted pool of potential faculty members to choose from when trying to fill positions. All nursing education programs also struggle with the disparity in wages between what experienced nurses can earn in the clinical realm versus what is usually offered by educational institutions.

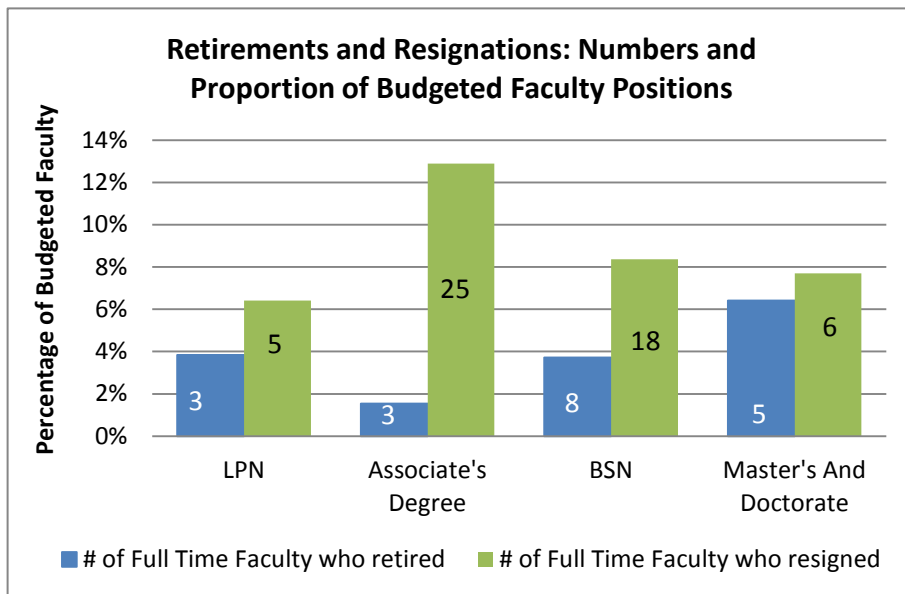
Full Time Nursing Faculty Vacancy Rate Statistics as of the 2014 Fall Census Date				
	LPN Programs	Associate Degree Programs	BSN Degree Programs	Graduate Level Programs
<b>Overall rate by program type</b>				
Total # of budgeted positions reported	78	194	215	78
Total # of vacant positions reported	6	7	21	9
Full time position vacancy rate	7.7%	3.6%	9.8%	11.5%
<b>School specific vacancy rates</b>				
% of schools with no full time vacancies	75%	73%	21%	43%
Full time vacancy rate less than 10%	0%	7%	43%	14%
Full time vacancy rate between 11 - 20%	0%	20%	21%	14%
Full time vacancy rate greater than 20%	25%	0%	14%	29%

Most, but not all schools reported the educational characteristics of their full and part time faculty. The proportions in the charts on the next page are based on the information provided. More detailed information about the types of doctoral degrees held by faculty can be found in the program-specific reports, as well as information about faculty gender, race and age.



## Faculty Retirements and Resignations

Nursing education programs can expect to lose some faculty each year either through retirement or resignation. Retirement losses usually are not a surprise and can be planned for when program directors or deans are familiar with faculty plans for retirement. Resignations, on the other hand, are harder to predict and harder to plan for. The chart below shows what proportion of budgeted full time positions were affected by faculty retirement and resignation in the 2014-15 academic year.



47% of nursing schools had faculty retire in the 2014 -2015 academic year.

A total of 19 full time faculty members retired.

3.4% of all employed full time faculty left due to retirement.

75% of nursing schools had faculty resign in the 2014 – 2015 academic year.

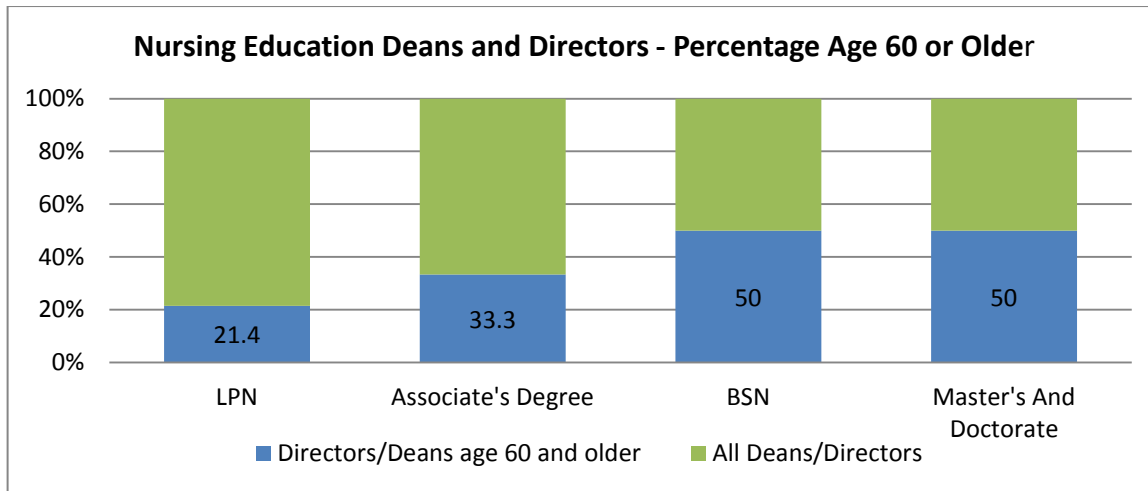
A total of 54 full time faculty members resigned from their school.

9.6% of all full time faculty employed in the 2014-15 academic year resigned.

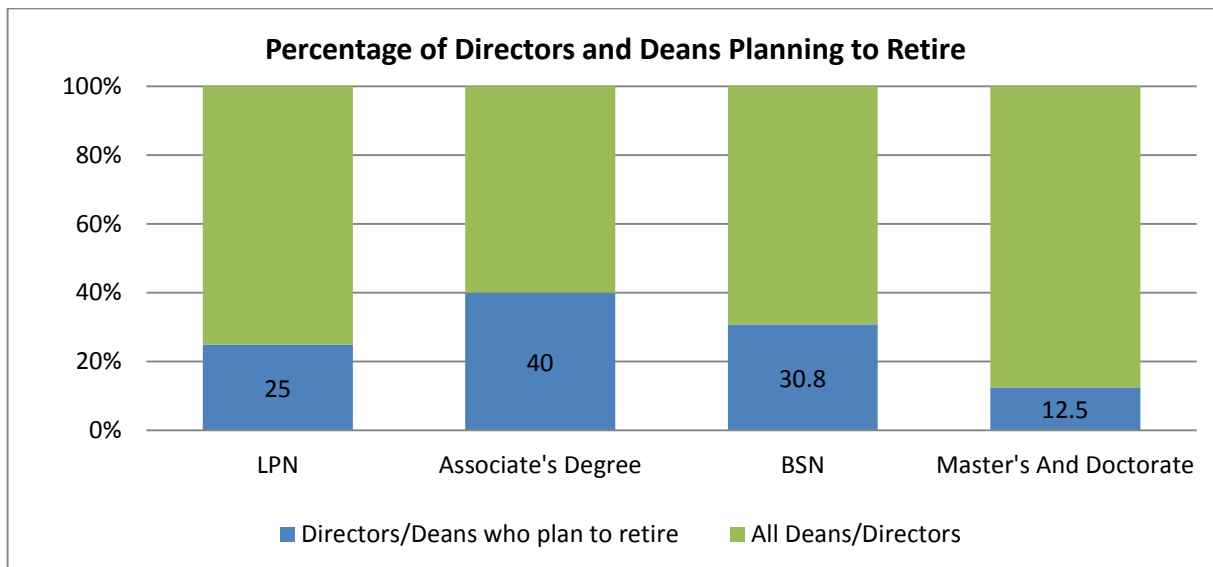


## Nursing Education Deans and Directors Characteristics

In the full nursing workforce in South Carolina approximately 12% of RNs were over the age of 60 in 2014. Among nursing education Deans and Directors 38% were age 60 or older at the time of our survey. This suggests that South Carolina nursing education might be poised for significant turnover in the next few years due to retirements among Deans and Directors.



In fact, 30% of Deans and Directors reported plans to retire between 2015 and 2018. This will be a substantial loss of knowledge and experience for our nursing education system when it happens. Colleges and universities should be actively engaged in succession planning, if possible, in order to avoid the negative consequences that come with a loss of leadership.



# LPN Nursing Education Programs in South Carolina

Academic Year August, 2014 – July, 2015

During the 2014-2015 academic year 16 colleges in South Carolina offered a Licensed Practical Nurse (LPN) program. Most of these schools offered a traditional one year LPN program. Nine institutions offered a LPN-to-RN Transition program. The format of all of the LPN-to-RN Transition programs in the state that year was 1 year LPN curriculum plus 1 year Associate Degree RN curriculum. Additionally, 2 schools offered an opt-out option for those enrolled in the LPN-to-RN Transition program, which allows the student to sit for the LPN examination at the completion of Year 1. The characteristics of these different LPN nursing programs are detailed in this report.

All schools answered the student capacity related questions, but not all schools answered every other question in the survey. Percentage statistics are based on the number of schools providing data for a particular question.

## LPN Program Admission Schedules

- 13 (81%) schools admitted students into LPN nursing programs in the Fall semester
- 2 (13%) schools admitted students into LPN nursing programs in the Winter semester
- 5 (31%) schools admitted students into LPN nursing programs in the Spring semester
- 3 (19%) schools admitted students into the LPN nursing programs in the Summer semester
- 6 (38%) schools admit students more than once per year

## Traditional LPN Programs

- There were 16 traditional LPN programs in operation in South Carolina the 2014 – 2015 academic year
- 21% of the programs offered some of the curriculum coursework online, while most (69%) held all courses in a traditional classroom setting
- None of the LPN faculty were dedicated exclusively to on-line course instruction in these programs
  - The following barriers or problems associated with online courses were identified by these programs:
    - Students who have limited or minimal computer technology skills
    - Students who have limited or no internet access at home
    - Faculty for online classes have to be credentialed in online instruction; not all are
    - Students assume everything they need to know is online and that they simply teach themselves

## Program capacity and incoming student numbers in 2014 - 2015

- A total of 799 seats were available for new LPN students
- A total of 1,069 qualified applicants applied to LPN programs
- A total of 768 qualified applicants were admitted
- 96.1% of the state’s capacity for new LPN students was filled
- 10 programs had more qualified applicants than they could admit. Schools reported one or more reasons for turning students away:
  - 43% of programs cited the limited availability of clinical sites
  - 38% of programs cited lack of approved seats/positions for new students
  - 29% of programs cited insufficient funds to hire faculty
  - 14% of programs cited the inability to fill faculty vacancies

## LPN to RN Transition Programs

- Nine schools also offered a LPN-to-RN Transition program between August 1, 2014 and July 30, 2015
  - All programs reported the format of their program as 1 year LPN plus 1 year Associate Degree RN
  - 22% of LPN-to-RN Transition programs offered an opt-out option that allows the student to sit for the LPN exam at the end of Year 1
  - 88% of programs offered all courses in a face to face format
  - 13% of programs offered a blend of face to face and online courses
    - No problems were reported with offering a blend of online and face-to-face courses

## Program capacity and incoming student numbers

- A total of 170 seats were available for new LPN students in 2014 -2015
- A total of 230 qualified applicants applied to the LPN-to-RN Transition programs
- A total of 160 qualified applicants were admitted to the LPN-to-RN Transition programs
- 94.1% of overall entry level capacity in these programs was filled in 2014 – 2015
- 3 programs had more qualified students than they could admit.
  - 66% of these programs cited a lack of approved seats for new students

## Anticipated changes in South Carolina LPN programs

We asked each LPN program to anticipate how their program might change over the next 3 years.

Looking into the next 3 years, please indicate how you expect your program to change		
	Generic LPN (n=16)	LPN to RN Transition (n=9)
<b>No Change expected</b>	46%	67%
<b>Expand Enrollments</b>	46%	33%
<b>Decrease Enrollments</b>	8%	0
<b>Total</b>	100%	100%

- 6 schools with LPN programs plan on starting new programs in the next 3 years:
  - 2 schools plan to start RN programs
  - 1 school plans to add an LPN to ADN transition
  - 1 school plans to start an ADN transition
  - 1 school plans to start a Paramedic to RN Transition program

## LPN Nursing Faculty Characteristics

### Full Time Faculty<sup>a</sup>

- There were 72 full-time LPN faculty employed
  - 21% held a Baccalaureate Degree in Nursing
  - 79% held a Master’s in Nursing degree
  - 100% were female
- There were 78 full-time faculty positions budgeted
- There were 6 full-time positions vacant and being recruited as of the Fall program census date
- Across all schools offering LPN programs, the vacancy rate for full-time faculty positions was 7.7%

### Part Time Faculty<sup>b</sup>

- There were 36 part-time LPN faculty employed
  - 61% held a Baccalaureate Degree in Nursing
  - 39% held a Master’s in Nursing degree
  - 100% were female
- There were 39 part-time faculty positions budgeted
- There were 3 part-time positions vacant and being recruited as of the Fall program census date
- Across all schools offering LPN programs, the vacancy rate for part-time faculty positions was 7.7%

### Race / Ethnicity

Race/Ethnicity	Full-time Faculty	Part-time Faculty
White/Caucasian	68%	72%
Black/African American	27%	28%
Asian	2%	0
Hispanic/Latino	0	0
American Indian or Alaska Native	3%	0
<b>Total</b>	<b>100%</b>	<b>100%</b>

<sup>a</sup> One school did not report faculty employment or vacancy numbers for full-time faculty. Therefore, these counts are an under-count of the true number of full-time faculty in LPN programs during the 2014-15 academic year.

<sup>b</sup> One school did not report faculty employment or vacancy numbers for part-time faculty, and six schools reported zero part-time faculty. These counts may be an under-count of the true number of part-time faculty in LPN programs during the 2014-15 academic year.

## LPN Faculty Ages

AGE	Full-time Faculty	Part-time Faculty
Age 30 and younger	5%	0
Age 31-40	27%	37%
Age 41-50	25%	22%
Age 51-55	19%	26%
Age 56-60	10%	0
Age 61-65	10%	7%
Age 66-70	2%	4%
Age 71 and older	3%	4%

- 7 LPN faculty were enrolled in a graduate degree program at the time of the survey
  - 3 were enrolled in a South Carolina program
  - 4 were enrolled in a program outside of the state

## Faculty Retirements

- 3 schools reported faculty retirements between August 1, 2014 and July 31, 2015.
- Across the schools reporting retirement, a total of 3 full-time faculty members retired. Demographic characteristics were available for 2 of them.
  - Both LPN faculty retirees were age 61 or older
  - Both of the retirees held a Master's Degree in Nursing

## Faculty Resignations

- 3 schools reported one or more full-time faculty members resigned between August 1, 2014 and July 31, 2015.
- A total of 5 faculty members resigned during that time
  - 80% of them held a Baccalaureate Degree in Nursing
  - 20% held a Master's Degree in Nursing
  - 80% of resigning faculty cited personal reasons (e.g. family responsibilities, relocation, health, etc.)
  - 20% resigned for unknown reasons

## LPN Program Director Characteristics

### Tenure

- 14% of LPN Directors have held the position for less than one year
- 50% of Directors have held the position for 1 to 5 years
- 21% of Directors have held the position for 6 to 10 years
- 7% of Directors have held the position for 16 to 20 years
- 7% of Directors have held the position for 20 or more years

### Gender

- All LPN Directors during the 2014-15 academic year were female

### Current Job Status

- All LPN program directors were in permanent appointments

### Race

- 79% of Directors were White/Caucasian
- 21% were Black/African American

### Age range of current LPN Program Directors

- 29% were between the ages of 31 – 40
- 21% were between the ages of 41 – 50
- 29% were between the ages of 51 – 55
- 21% were between the ages of 61 – 65

### Highest Academic Degree

- 93% of LPN program Directors held a Doctorate Degree in Nursing
- 7% reported a Master's Degree in Nursing as their highest degree

### Graduate Degree Program Enrollment

- 79% of Directors were not enrolled in a graduate degree program at the time of the survey
- 7% were enrolled in a Nursing Doctorate (DNP) program
- 7% were enrolled in a Non-nursing doctorate degree program
- 7% reported being enrolled in a Nursing Master's degree program

### Retirement plans

- 25% of LPN program Directors reported plans to retire in the next three years

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# Associate Degree Nursing Education Programs in South Carolina

Academic Year August, 2014 – July, 2015

During the 2014-2015 academic year 16 colleges in South Carolina offered an associate degree program for Registered Nurses (RNs). These programs are located in all regions of the state. At least 1 school has developed a matriculation partnership with a baccalaureate degree program in order to help their students easily extend their education.

All schools answered the student capacity related questions, but not all schools answered every other question in the survey. Percentage statistics are based on the number of schools providing data for a particular question.

## Traditional ADN Programs

### Admission Schedules

- 14 (88%) schools admitted students for the Fall semester
- 2 (13%) schools admitted students for the Winter semester
- 12 (75%) schools admitted students for the Spring semester
- 4 (25%) schools admitted students for the Summer semester

### ADN Program Capacity for 2014 -2015

- Across the 16 programs, a total of 1,850 seats were available to new RN students during the 2014-15 academic year
- A total of 2,455 qualified applicants applied to ADN programs in that year
- A total of 1,807 qualified applicants were admitted
- 98% of the available capacity for new ADN students was filled during that year
- 81% (n=13) of ADN programs had more qualified applicants than they could admit
- A total of 648 qualified applicants were not admitted. The reasons for turning students away are as follows:
  - 69% cited the limitation of clinical training sites for students
  - 46% reported a lack of approved seats/positions for new students
  - 23% reported insufficient funds available to hire faculty
  - 15% cited the inability to fill faculty vacancies
- 19% of programs plan to expand enrollments
- 6% of programs plan to decrease enrollments
- 75% of programs expect no change in enrollments over the next 3 years

### ADN Program Structure

- 79% of programs offered all of their classes in a face-to-face format
- 21% of programs offered a blend of both face-to-face courses and online courses



- These programs identified the following barriers/problems associated with a blended curriculum:
  - students with a lack of technological expertise
  - students may focus too heavily on the online section and think they are teaching themselves everything they need to know
- None of the blended programs hire faculty to teach exclusively online

### RN to BSN Bridge Options in Associate Degree Programs

A bridge program allows graduates of an associate degree program to continue their education at the baccalaureate level through a partnership with one or more four year colleges or universities. The additional courses required for the baccalaureate degree can be obtained at the host community college or through on-line study options.

- 1 ADN program offered an RN to BSN Bridge program between August 1, 2014 and July 30, 2015
  - The format for that program was defined as 2 years ADN study plus 1 year BSN study
  - This bridge program has an agreement with two partner colleges or universities
  - No changes are expected in this program over the next 3 years
- 1 school plans to start a new RN to BSN Bridge program within the next three years

### Associate Degree Nursing Faculty Characteristics <sup>a</sup>

#### Full Time Faculty

- There were a total of 194 full-time faculty positions budgeted in the 2014-15 academic year
- A total of 187 full-time faculty were employed as of the 2014 Fall census date
- There were 7 full-time positions vacant and being recruited as of the Fall census date
- Across all associate degree programs the vacancy rate for full-time faculty was 3.6%
  - The program-specific rate varied from 0 to 16.7%
  - 4 of the 16 programs (25%) reported having one or more full-time positions vacant on the census date

#### Part Time Faculty

- A total of 136 part-time faculty positions were budgeted in the 2014-15 academic year
- A total of 134 part-time faculty were employed as of the Fall census date
- There were 2 part-time positions vacant as of that date
  - Only 1 program reported part-time vacancies as of the Fall census date
- Across all programs the vacancy rate for part time faculty was 1.5%

<sup>A</sup> One school did not report faculty information. One program did not report full time vacancy figures. Therefore, the numbers presented above are an under-count of the true number of full and part time faculty in RN ADN programs during the 2014-15 academic year and may be an under count of vacant positions.

## Faculty Race

- Among full time faculty:
  - 82% were White/Caucasian
  - 17% were Black/African American
  - 1% were Native American
  - 0.5% were Asian/Pacific Islander
- Among part time faculty:
  - 76% were White/Caucasian
  - 23% were Black/African American
- 2 programs did not report this information

## Faculty Gender

- Among full time faculty:
  - 98% were female, 2% were male
- Among part time faculty:
  - 96% were female, 4% were male
- 2 programs did not report faculty gender

## Faculty Education

Highest Degree	Full-Time Faculty		Part-Time Faculty	
	Number	Percent	Number	Percent
Nursing Baccalaureate	0	0%	51	38%
Nursing Master's	176	94%	79	59%
Non-nursing Master's	1	0.5%	0	0%
Nursing Practice Doctorate	2	1%	1	0.8%
Nursing PhD	1	0.5%	1	0.8%
Non-nursing Doctorate	4	2%	1	0.8%
Degree Unknown	3	2%	1	0.8%

At the time of the survey, a total of 12 ADN faculty members were enrolled in a graduate degree program:

- 3 in a South Carolina program, 9 in a program outside of the state

## Faculty Age

Age Groups	Full-Time Faculty		Part-Time Faculty	
	Number	Percent	Number	Percent
30 or younger	4	2%	8	6%
31 - 40	37	20%	21	16%
41 - 50	48	26%	22	16%
51 - 55	31	17%	11	8%
56 - 60	38	20%	11	8%
61 - 65	25	13%	9	7%
66 - 70	1	0.5%	3	2%
71 and older	2	1%	1	1%
Age Unknown	1	0.5%	48	36%

## Full Time Faculty Retirements

- 3 programs (21%) each reported having 1 full time faculty member retire between August 1, 2014 and July 30, 2015
  - 2 retirees were between the ages of 61 to 65
  - 1 retiree was between the ages 66 to 70
  - All 3 retirees held a Master's of Nursing Degree as their highest degree
- 2 programs did not provide information about retirements

## Full Time Faculty Resignations

- 10 ADN programs (71%) reported one or more full-time faculty resigned between August 1, 2014 and July 30, 2015
  - A total of 25 ADN nursing faculty resigned during that period
    - 21 (84%) of the resigning faculty members had a Master's degree in Nursing
    - 2 (8%) had a Doctorate of Nursing research (PhD)
    - 1 (4%) had a Doctorate of Nursing Practice
    - 1 (4%) had a Baccalaureate in Nursing at the time of their resignation
  - The following reasons were given for the resignations:
    - 36% resigned for career advancement in an academic or clinical setting
    - 12% resigned to pursue educational opportunities
    - 12% resigned for personal reasons (e.g. family responsibilities, relocation, health, etc.)
    - 8% resigned to seek increased monetary rewards in another setting
    - 16% resigned for other reasons
    - In 16% of cases the reason was unknown or not reported
- 2 programs did not provide information about resignations

## ADN Program Director Characteristics

### Tenure

- 57% of ADN program Directors had been in their position for 1 to 5 years at the time of the survey
- 29% of Directors had been in their position less than one year
- 14% of Directors have been in the Director position for 6 to 10 years

### Race

- 71% of Directors were White/Caucasian
- 21% were Black/African American
- 8% race was unknown

### Current Job Status

- 1 Director was in an interim position at the time of the survey
- The rest reported their status as permanent

### Gender

- 93% of ADN Directors were female.
- 7% were male

### Age Range of ADN Program Directors

- 14% were between the ages of 31 – 40
- 21% were between the ages of 51 - 55
- 29% were between the ages of 56 - 60
- 21% were between the ages of 61 - 65
- 7% were between the ages of 66 - 70
- 7% were age 71 or older

### Retirement plans

- 40% of ADN program directors in place at the time of the survey were planning to retire within 3 years

### Highest Academic Degree

At the time of the survey, the highest degrees held by ADN program Directors included:

- 77% had a Master's Degree in Nursing
- 15% had a non-nursing PhD
- 8% had a non-nursing Master's Degree

### Graduate Degree Program Enrollment

- 21% of program Directors were enrolled in Non-nursing doctoral program
- The majority of Directors (79%) were not enrolled in any graduate degree program

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# Baccalaureate Nursing Education Programs in South Carolina

Academic Year August, 2014 – July, 2015

During the 2014-2015 academic year, 14 colleges and universities in South Carolina offered a baccalaureate degree in Nursing (BSN) for Registered Nurses. Twelve schools offered a traditional pre-licensure (entry-level) program and three schools offered an accelerated entry-level program for those who already hold a baccalaureate degree in a field other than nursing and want to become a Registered Nurse. Thirteen schools offered a post-licensure RN-to-BSN program that allows RNs already licensed and in practice to expand their nursing education. The characteristics of all of these nursing educational programs are detailed in this report.

All schools answered the student capacity related questions, but not all schools answered every other question in the survey. Percentage statistics are based on the number of schools providing data for a particular question.

## BSN Program Admission Schedules

- 13 (92.7%) BSN programs admitted students in the Fall term
- 10 (71.4%) BSN programs admitted students in the Spring term
- 3 (21.4%) BSN programs admitted students in the Summer term
- None of the BSN programs admitted students in the Winter term

## Traditional (pre-licensure) BSN Programs

- There were 12 traditional pre-licensure BSN programs in operation in South Carolina during the 2014-2015 academic year
- 58% offered all courses in face-to-face format
- 42% offered a blend of courses: online and face-to-face
  - No faculty members were dedicated exclusively to online course instruction
  - Barriers or problems associated with online courses include the following:
    - Limited faculty expertise in the online teaching-learning environment
    - Students perceive themselves to be more technically proficient than faculty noted
    - The 'on demand' nature of on-line courses allows students to procrastinate and fall behind
    - An insufficient technology infrastructure can cause problems
- Although no traditional program offered an exclusively on-line format, the following comment was received about that issue:
  - *The barriers to offering online courses exclusively for pre-licensure students are many. There is no control for effective mentoring. The socialization into the profession is missing. There is poor control for preventing assessments from being compromised. At our school of nursing, the faculty believe total online programs for generic pre-licensure students are inappropriate.*

## Program capacity and incoming student numbers

- A total of 1,196 seats were available for new students in 2014-2015
- A total of 1,492 qualified applicants applied to the traditional pre-licensure BSN programs
- A total of 1,138 qualified applicants were admitted to pre-licensure BSN programs
- 95% of overall entry-level capacity in these programs was filled in 2014-2015
- 7 programs had more qualified applicants than could be accommodated. The reasons for turning students away were as follows:
  - 86% cited the limitation of clinical training sites for students
  - 71% reported a lack of approved seats/positions for new students
  - 29% cited the inability to fill faculty vacancies
  - 29% reported insufficient funds to hire faculty

## Accelerated (2nd Degree) Pre-licensure BSN programs

- Three schools offered an Accelerated or 2<sup>nd</sup> Degree Pre-Licensure BSN program between August 1, 2014 and July 30, 2015
  - 33.3% of these programs offered all courses in a face-to-face format
  - 66.7% offered a blend of face-to-face and online courses
    - 1 program had faculty dedicated to online courses exclusively
    - No problems or barriers with offering a blend of online and face-to-face courses were reported

## Program capacity and incoming student numbers

- 220 seats for new students were available between August 1, 2014 and July 30, 2015
- 849 qualified applicants applied to the accelerated programs
- 220 applicants were admitted
- 100% of capacity for new students was filled in these programs
- 2 of the 3 programs had more qualified students than could be admitted. The reasons for turning students away are as follows:
  - 66% cited the limitation of clinical training sites for students
  - 33% cited the inability to fill faculty vacancies
  - 33% reported a lack of approved seats/positions for new students

## Post-Licensure BSN Programs (RN-to-BSN)

- 13 schools offered a post-licensure BSN program between August 1, 2014 and July 30, 2015
- 8% of program offered all their courses in a face-to-face format
- 46% of programs offered a blend of on-line and face-to-face courses
- 46% of programs offered all of their courses exclusively online
  - 1 program offering online courses had faculty dedicated exclusively to online courses
- Among the 6 RN-to-BSN programs offering courses exclusively on-line:
  - 1 program noted that students often complain of not feeling connected to other students in the program, and dislike not being able to meet with faculty face-to-face.
  - 4 programs noted no specific barriers or problems

- Among the programs offering a blend of face-to-face and on-line courses the following problems were noted:
  - Faculty time and travel to oversee skill checks for on-line students is one barrier
  - “Our face-to-face option offers two online electives - students in this cohort prefer face-to-face and are intimidated by online courses. Our online cohort is completely online and we address potential barriers by mandating an orientation to online learning before starting the program. This has decreased fears and barriers.”
  - A lack of expertise among faculty for online teaching can be a problem
  - Varied student work schedules make synchronous activities difficult
  - Online and blended courses are time intensive for faculty (e.g. responding to multiple questions, grading online discussion boards and assignments, setting up tests and quizzes for online access) when they are not engaged in face-to-face teaching in the classroom
  - Technology support can be a problem - both Instructional designers as well as IT must be capable of handling multiple classes of students when they are on campus and need internet access
  - Some nurses are still hesitant to commit to the computer technology required in a hybrid course

### Program capacity and incoming student numbers

- There were a total of 652 seats reported as available for new RN-to-BSN students – however, 1 program claimed to have no limit on new students and could not be included in this statistic
- A total of 545 qualified applicants applied to post-licensure BSN programs in the 2014-2015 academic year
- A total of 501 qualified applicants were admitted in the 2014-2015 academic year
- The size of these programs varied greatly: from 2 programs that admitted only 1 student in 2014-2015 to the largest program that admitted 150 students
- 72% of available capacity was filled in 2014-2015, not counting the program claiming unlimited seat availability  
However,
  - 3 programs filled 95% or more of their capacity for new students
  - 5 programs filled less than 15% of their capacity
  - 8 programs accepted every qualified applicant – most programs received fewer qualified applicants than the number of seats they had available
  - Only 3 programs turned students away
- A total of 24 qualified applicants were turned away from post-licensure BSN programs in 2014-15. Reasons given for not accepting all qualified students included:
  - 33% of programs turning students away reported an inability to fill faculty vacancies
  - 33% of programs reported insufficient funds to hire needed faculty

## Anticipated changes in South Carolina BSN programs

We asked each BSN program to anticipate how their program might change over the next 3 years.

	Pre-Licensure BSN (n=12)	2 <sup>nd</sup> Degree/ Accelerated BSN (n=3)	Post-licensure BSN (n=13)
<b>No Change expected</b>	50%	67.7%	30.8%
<b>Expand Enrollments</b>	50%	33.3%	61.5%
<b>Close the program</b>	0	0	7.7%
<b>Total</b>	100%	100%	100%



## BSN Nursing Faculty Characteristics

### Full Time Faculty

- There were 215 full-time BSN faculty positions budgeted in the 2014-15 academic year
- There were 194 full-time BSN faculty employed
- There were 21 full-time positions vacant and being recruited as of the Fall semester census date
- Across all schools offering BSN programs, the vacancy rate for full-time faculty positions was 9.8%
  - The school specific rate for full-time vacancies varied from 0 to 36.4%
- 97% of full time faculty were female, 3% male
- Racial/ethnic characteristics:
  - 85% White/Caucasian
  - 13% Black/African American
  - 1% Asian
  - 1% Hispanic

### Part Time Faculty

- There were 220 part-time BSN faculty positions budgeted in the 2014-15 academic year
- There were 217 part-time faculty employed
- There were 3 part-time positions vacant and being recruited as of the Fall semester census date
- Across all schools offering BSN programs, the vacancy rate for part-time faculty positions was 1.4%
  - The school specific rate for part-time faculty varied from 0 to 40% but the great majority of schools (n=12) had no part-time vacancies as of the Fall semester census date
- 96% of part time faculty were female, 4% male
- Racial/ethnic characteristics:
  - 77% White/Caucasian
  - 19% Black/African American
  - 2% Asian
  - 1% Hispanic
  - 1% American Indian/Alaskan Native

Faculty Degree Types	Full-Time Faculty	Full-Time Faculty	Part-Time Faculty	Part-Time Faculty
	#	%	#	%
Baccalaureate Degree in Nursing	6	3%	80	37%
Master's Degree in Nursing	114	59%	116	53%
Non-Nursing Master's Degree	-	-	4	2%
PhD in Nursing	33	17%	8	4%
Doctorate of Nursing Practice (DNP)	30	15%	4	2%
Other Doctorate in Nursing	5	3%	-	-
Non-Nursing Doctorate	6	3%	6	3%

A total of 32 BSN faculty members were enrolled in a graduate degree program at the time of the survey:

- 16 were enrolled in South Carolina graduate degree programs
- 16 were enrolled in programs outside the state

## Faculty Retirements

- 7 schools (50%) reported retirements among full-time BSN faculty between August 1, 2014 and July 31, 2015
  - A total of 8 full-time faculty members retired during that time

### Age of Retirees

- 25% of faculty retirees were between the ages 56 to 60
- 38% were between the ages 61 to 65
- 38% were between the ages 66 to 70

### Retiree Education Levels

- 50% of faculty retirees held a Master's of Nursing
- 13% of faculty retiree held a Non-nursing PhD
- 38% faculty retirees held a Nursing PhD

## Faculty Resignations

- 11 schools (79%) reported resignations among full-time faculty between August 1, 2014 and July 31, 2015
  - A total of 18 BSN faculty members resigned during that time

### Age of Faculty Who Resigned

- 22% of faculty who resigned were aged 31 - 40
- 39% were aged 41 - 50
- 28% were aged 51 - 55
- 6% were aged 56 - 60
- 6% were aged 66 - 70

### Education Level of Faculty Who Resigned

- 39% held a Master's Degree in nursing
- 33% held a PhD in nursing
- 17% held a Doctorate of Nursing Practice (DNP)
- 11% held a non-nursing Doctorate

### Primary Reasons for Resigning

- 28% cited personal reasons (e.g. family responsibilities, health, relocation, etc.)
- 22% of faculty cited career advancement opportunities
- 11% of faculty resigned to pursue additional education
- 11% cited increased monetary rewards in another setting
- 11% cited travel distance
- 6% of faculty resigned due to workload
- 11% of faculty resigned due to other reasons

## BSN Program Dean Characteristics

### Tenure

- 21% of BSN Deans have been in that position less than one year
- 58% have been in their position for 1 to 5 years
- 14% have been in their position for 6 to 10 years
- 7% of Deans have held their position for 11 to 15 years

### Race

- 93% of Deans were White/Caucasian
- 7% were Black/African American

### Current job status

- 7% of Deans had a job status of “interim” at the time of the survey
- 93% of Deans had a job status of “permanent”

### Age range of BSN Deans

- 7% of BSN Deans were age 30 or younger
- 14% of Deans were between the ages of 51 - 55
- 29% of Deans were between the ages of 56 - 60
- 36% of Deans were between the ages of 61 - 65
- 14% of Deans were between the ages of 66 - 70

### Gender

- All BSN Deans during the 2014-15 academic year were female

### Highest Academic Degree

- 21.5% of Deans held a Doctorate of Nursing Practice
- 50% of Deans held a PhD in Nursing
- 21.5% of Deans held a Non-nursing PhD
- 7% of Deans held a Master’s Degree in Nursing
- None of the BSN Deans reported being enrolled in a graduate program at the time of the survey

### Retirement Plans

- 29% of BSN Deans reported having plans to retire within the next three years

# Graduate Level Nursing Education Programs in South Carolina

Academic Year August, 2014 – July, 2015

During the 2014-2015 academic year eight Colleges of Nursing in South Carolina offered Master's and/or Doctorate degree programs which included a total 18 different types of Master's degree programs, 2 Doctorate of Nursing Practice (DNP) programs, and 2 Nursing PhD programs. The types of Master's programs that reported admitting new students in the 2014-2015 academic year included:

- Family Nurse Practitioner
- Adult Gerontology Acute Care Nurse Practitioner
- Adult Gerontology Primary Care Nurse Practitioner
- Adult Gerontology Nurse Practitioner
- Nursing Administration
- Nursing Education
- Pediatric Nurse Practitioner
- Clinical Nurse Leader
- Certified Registered Nurse Anesthetists

In addition, two programs training Certified Registered Nurse Anesthetists were in operation – both located within Colleges of Medicine. These programs are incorporated into this report only in the section reviewing student capacity. Nursing graduate-level programs are not regulated by the Board of Nursing, and thus may admit as many students as their faculty resources allow. Programs generally have a goal for the number of new students to be admitted each year, but have the ability to exceed that goal if they want to accept a larger number of applicants. Thus it is difficult to get a true measure of capacity (usually measured as the number of available seats for new students). This report identifies the reported goal for new students as 'intended seats' and the number of admitted students divided by the intended seats as the percentage of anticipated capacity filled in the 2014-15 academic year.

All schools answered the student capacity related questions, but not all schools answered every other question in the survey. Percentage statistics are based on the number of schools providing data for a particular question.

## Graduate Program Admission Schedules

- 5 (63%) schools admitted students in the Fall
- 1 (12%) school admitted students in the Winter
- 7 (88%) schools admitted students in the Spring
- 2 (25%) schools admitted students in the Summer
- 4 schools admitted students more than once per year

## Graduate Nursing Programs Accepting New Students in 2014 – 2015

### Family Nurse Practitioner (FNP)

- There were 5 FNP programs in operation in the 2014-15 academic year
  - 1 offered all courses in a face-to-face format, 1 offered all courses online, and 3 offered a blend of face-to-face and online courses
- There were 154 seats intended for incoming students
- A total of 197 qualified applicants applied to the programs
- 188 qualified applicants were admitted
- 122% of the anticipated capacity was filled
  - One program reported unlimited intended seats and so was not included in the capacity calculation
- 3 FNP programs turned away qualified students in the 2014-15 academic year for the following reasons:
  - 33% cited an inability to fill faculty vacancies
  - 33% cited the limited number of clinical training sites available
  - 33% cited a limit to the number of new students that could be accommodated

### Adult Gerontology Acute Care Nurse Practitioner

- There was one Adult Gerontology Acute Care program in operation in the 2014-15 academic year
  - Coursework in this program was a blend of face-to-face and online
- 24 qualified applicants applied to the program
- 24 qualified applicants were accepted to the program
- The number of intended seats in this program was unlimited in 2014-15

### Adult Gerontology Primary Care Nurse Practitioner

- There was 1 Adult Gerontology Primary Care program in operation in the 2014-15 academic year
  - Coursework in this program was a blend of face-to-face and online
- There were 10 seats intended for new students
- A total of 4 qualified applicants applied to the programs
- A total of 4 applicants were admitted
- 40% of anticipated capacity was used but all interested and qualified students were accepted

### Adult Gerontology Nurse Practitioner (NP)

- There was one Adult Gerontology NP program in operation in the 2014-15 academic year
  - Coursework in this program was all online
- There were 5 seats intended for new students
- 23 qualified applicants applied to the program
- 12 qualified applicants were accepted to the program
- A total of 11 qualified applicants were not admitted for the following reasons:
  - An inability to fill faculty vacancies
  - A limited number of available clinical training sites
  - A limit to the number of new students that could be accommodated

## Nursing Administration

- There were 3 Nursing Administration programs in operation in the 2014-15 academic year
  - All 3 offered a blend of online and face-to-face coursework
- There were 60 seats intended for new students
- A total of 9 qualified applicants applied to the programs
- A total of 9 qualified applicants were admitted
- 15% of anticipated capacity was used but all interested and qualified students were accepted

## Nursing Education

- There were 3 Nurse Education programs in operation in the 2014-15 academic year
  - 33% offered all courses online, 67% offered a blend of online and face-to-face
- There were 75 seats intended for new students
- A total of 27 qualified applicants applied to the programs
- A total of 27 qualified applicants were admitted
- 36% of anticipated capacity was used but all interested and qualified students were accepted

## Pediatric Nurse Practitioner

- There was one pediatric nursing program in operation in the 2014-15 academic year
  - All coursework in this program was offered online
- There were 10 seats intended for new students
- 19 qualified applicants applied to the program
- 13 qualified applicants were admitted
- 130% of anticipated capacity was used
- 6 interested and qualified students were turned away due to the following reasons:
  - An inability to fill faculty vacancies
  - The limited number of clinical training sites
  - A limit to the number of new students that could be accommodated

## Clinical Nurse Leader

- There were 2 Clinical Nurse Leader programs in operation during the 2014-15 academic year
  - 1 offered all coursework online, 1 offered a blend of online and face-to-face
- There were 37 seats intended for new students
- A total of 14 qualified applicants applied to the programs
- A total of 14 qualified applicants were admitted
- 38% of anticipated capacity was used but all interested and qualified students were admitted

## Certified Registered Nurse Anesthetist

- There were 2 Certified Registered Nurse Anesthetist programs in operation during the 2014-2015 academic year
  - both programs are located within Schools of Medicine
- There were 63 seats intended for new students
- A total of 260 qualified applicants applied to the program
- A total of 60 qualified applicants were admitted
- 200 qualified applicants were turned away but the reasons were not available
- 95% of anticipated capacity was used
- One of these CRNA programs is transitioning to the doctorate level in the 2015-16 academic year but this will not change program size

## Doctorate of Nursing Practice

- There were 2 Doctorate of Nursing Practice (DNP) programs in operation in the 2014-15 academic year
  - 1 offered all coursework online, 1 offered a blend of online and face-to-face
- Available seats for new students are subject to some variability and may be adjusted based on the number of applications received. One program declined to provide their intended number of seats for the 2014-15 year
- A total of 148 qualified applicants applied to the programs
- A total of 96 qualified applicants were admitted
- 52 qualified students were not admitted
- One program admitted all qualified applicants, one program admitted about half of their qualified applicants and cited the following factors limiting their ability to accept more students:
  - An inability to fill faculty vacancies
  - The limited number of clinical training sites
  - A limit to the number of new students that could be accommodated

## Doctor of Philosophy in Nursing Science

- There were 2 Philosophy of Nursing Science (PhD) programs in operation in the 2014-15 academic year
  - 1 online only and 1 blended
- Available seats for new students are subject to some variability and may be adjusted based on the number of applications received. A total of 25 seats were initially intended for new students
- A total of 35 qualified applicants applied to the programs
- A total of 21 qualified applicants were admitted
- 84% of anticipated capacity was used
  - one program admitted all qualified applicants without filling all intended seats, the other filled all seats and had more qualified applicants than originally intended
    - The reason given for not accepting all qualified applicants was an inability to fill faculty vacancies

## Anticipated Changes in APRN and Doctoral Programs

Schools were asked to report any anticipated changes in the Master's or Doctorate programs currently being offered. Most anticipate no change, but several expect to expand the size of their current programs. See the table below.

Program Type	Number of programs in 2014-15	No change anticipated	Plan to expand the existing program
<b>Family Nurse Practitioner</b>	5	4	1
<b>Adult Gerontology Nurse Practitioner</b>	1	1	-
<b>Adult Gerontology Acute Care Nurse Practitioner</b>	1	-	1
<b>Adult Gerontology Primary Care</b>	1	1	-
<b>Nurse Administration</b>	3	2	1
<b>Nursing Education</b>	3	1	2
<b>Pediatric Nurse Practitioner</b>	1	1	-
<b>Clinical Nurse Leader</b>	2	2	-
<b>Certified Registered Nurse Anesthetist</b>	2	2	-
<b>Doctorate of Nursing Practice (DNP)</b>	2	-	2
<b>Philosophy of Nursing Science (PhD)</b>	2	0	1

In addition to the programs in existence in the 2014-15 academic year, schools were asked to report any plans they might have for opening new programs between 2015 and 2018.

### New master's and DNP programs planned for 2015 – 2018:

- 1 Gerontology Acute Care Master's program
- 1 Nursing Administration program
- 2 Psych/Mental Health NP programs
- 1 Clinical Nurse Leader post-Master's certificate
- 2 Nursing Education Master's programs
- 2 new Doctorate of Nursing Practice programs



## Masters and Doctorate Degree Faculty Characteristics

### Full Time Faculty

- There were 78 full-time faculty positions budgeted in graduate nursing programs for the 2014-15 academic year
- There were 69 full-time faculty employed as of 2014 Fall census date
- There were 9 full-time positions vacant as of Fall census date
- Across all schools, the full-time position vacancy rate was 11.5%
  - The school specific rate varied from 0 to 28.6% among schools that provided faculty counts
- 96% of full time faculty were female, 4% male
- Racial / Ethnic characteristics:
  - 88% White / Caucasian
  - 10% Black / African American
  - 2% Hispanic

### Part Time Faculty

- There were 31 part-time faculty positions budgeted in graduate nursing programs for the 2014-15 academic year
- There were 27 part-time faculty employed as of 2014 Fall census date
- There were 4 part-time positions vacant as of the Fall census date
- Across all schools, the part-time position vacancy rate was 12.9%
  - The school specific rate varied from 0 to 25% among schools that provided faculty counts
- 97% of part time faculty were female, 3% male
- Racial / Ethnic characteristics:
  - 67% White / Caucasian
  - 33% Black / African American

Highest Degree	Full-time Faculty	Part-time Faculty
Master's Degree in Nursing	10%	28%
Non-Nursing Master's Degree	0	3%
PhD in Nursing	51%	17%
Doctorate of Nursing Practice (DNP)	23%	24%
Other Doctorate in Nursing	6%	0
Non-nursing Doctorate	10%	21%
Unknown	0	7%
<b>Total</b>	<b>100%</b>	<b>100%</b>

- A total of 10 graduate program faculty were enrolled in a graduate degree program at the time of the survey:
  - 6 in a South Carolina program
  - 4 in an out-of-state program

Faculty Age Range	Full-Time Faculty	Part-Time Faculty
Age 30 or younger	3%	0
Age 31 - 40	19%	23%
Age 41 - 50	22%	23%
Age 51 - 55	19%	13%
Age 56 - 60	12%	13%
Age 61 - 65	19%	20%
Age 66 - 70	4%	7%
Age 71 or older	2%	0
<b>Total</b>	<b>100%</b>	<b>100%</b>

## Faculty Retirements

- 4 schools with graduate degree programs had full-time graduate level faculty retire between August 1, 2014 and July 30, 2015
  - A total of 5 full-time faculty members retired during that time

### Age of Retirees

- 20% of retirees were between the ages 51 to 55
- 40% of retirees were between the ages 61 to 65
- 40% of retirees were between the ages 66 to 70

### Retiree Education Level

- 40% of faculty retirees held a Master’s of Nursing
- 20% of full time retirees held a Non-nursing PhD
- 40% of full time retirees held a Nursing PhD

## Faculty Resignations

- 3 schools with graduate degree programs reported full-time faculty resignations between August 1, 2014 and July 31, 2015
  - A total of 6 full time graduate program faculty resigned during that time

### Highest Academic Credential of Faculty who Resigned

- 33% of resigning full time faculty members held a Nursing PhD
- 17% held a Non-nursing PhD
- 33% held a Master’s of Nursing Degree
- 17% held a Non-nursing Master’s Degree

## Master's and Doctorate Degree Program Dean Characteristics

### Tenure

- 75% of Deans have held their position for 1 to 5 years
- 13% of Deans have held their position for 6 to 10 years
- 13% of Deans have held their position for 11 to 15 years

### Current Job Status

- All 8 Deans held a job status of “permanent” (as opposed to “interim”) at the time of the survey

### Race

- 88% of Deans were White/Caucasian
- 13% of Deans were Black/ African American

### Gender

- All Deans serving in the 2014-15 academic year were female

### Age

- 13% of Deans were age 30 or younger
- 13% of Deans were age 41 to 50
- 25% of Deans were age 51 to 60
- 25% of Deans were age 61 to 65
- 25% of Deans were age 66 to 70

### Education Level

- 13% of Deans held a Doctorate of Nursing Practice (DNP) degree
- 50% of Deans held a PhD in Nursing Science
- 38% of Deans held a Non-nursing PhD

### Retirement Plans

- One Dean reported plans to retire within the next three years