

South Carolina Nursing Education Programs August, 2015 – July 2016



Acknowledgments

This document was produced by the South Carolina Office for Healthcare Workforce in the South Carolina Area Health Education Consortium (AHEC) program office 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 Licensed Practical and Registered Nurse workforce, please contact the South Carolina Office for Healthcare Workforce at OfficeForHealthcareWorkforce@gmail.com.

For additional information about nurses and many other health professionals in South Carolina, please visit our website: www.SCohw.org or the Office for Health Workforce Research for Nursing at https://www.sc.edu/study/colleges_schools/nursing/centers_institutes/center_nursing_leadership/office_healthcare_workforce_research/reports/index.php

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Summary of South Carolina Nursing Education Program Characteristics

Academic Year August, 2015 – July, 2016

In the Fall 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 85 separate programs.

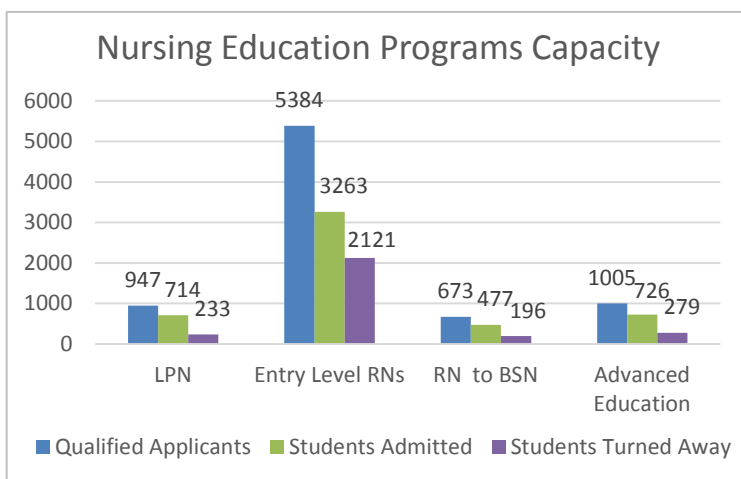
This section of the full report provides a high level summary of the findings from that study. Statistics are organized by level of education: entry level or advanced education. More detailed information about each type of nursing education degree can be found in the program specific reports found in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

One LPN program and one ADN program did not complete the 2015-16 survey questionnaire. In order to get the most accurate estimate possible for educational capacity at each level of nursing education we used the data those programs provided in the 2014-15 survey for their number of available seats, number of qualified applicants and number of applicants admitted. Graduate counts for the 2015-16 year from those programs were obtained from the federal Integrated Postsecondary Education Data System (IPEDS).

Percentages reported throughout this report are based on the number of schools that provided data for any given question.

Nursing Program Capacity in South Carolina 2015-16

Each nursing education program reported the number of qualified applicants that applied to that program for the 2015-16 academic year, the number of applicants 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:

- Master's programs
- Doctorate programs

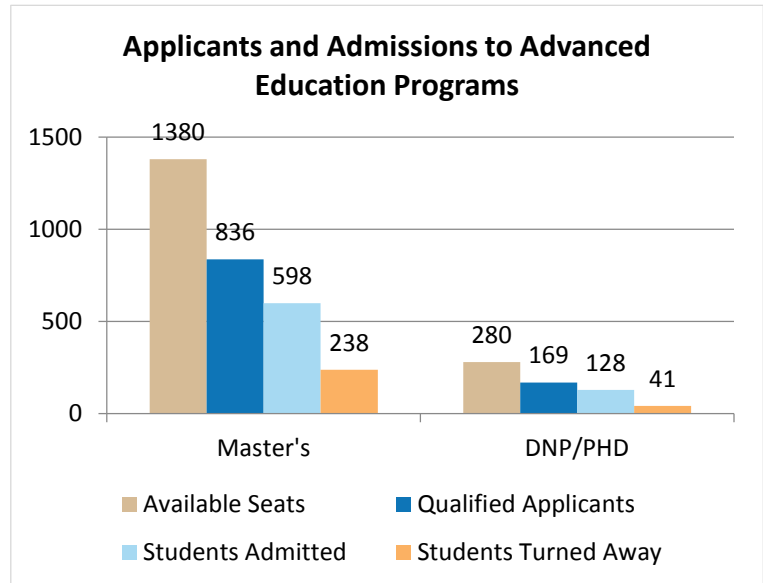
Capacity in Nursing Programs: Academic Year 2015-2016					
	LPN Certificate Programs	Entry level RN Programs			Post-Entry RN to BSN Programs
		Associate Degree Programs	BSN Traditional Programs	BSN Accelerated Programs	
Total # of entry-level programs	16	15	12	3	14
Total # of qualified applicants	947	2717	2175	492	673
Total # of available seats for new students	813	1960	1178	226	1205 *
Total # of new students admitted	714	1891	1140	232	477
Total # of qualified applicants turned away	233	826	1035	260	196
Total capacity filled in 2015-16	87.8%	96.5%	96.8%	102.7%	39.6%

*Note: In order to create a more accurate estimate of capacity in the RN-to-BSN education programs we limited the number of seats in three programs that reported having an unlimited number of seats for new students to an estimate of 200 available seats for those programs.

In the 2015-16 academic year 95% of all entry level nursing education capacity was filled. The formula is: total number of new students admitted divided by the total number of seats available.

Related statistics:

- 58% (n = 49) of all nursing programs (entry level and advanced) turned away one or more qualified applicants
- 42% (n = 36) of all nursing programs admitted all of their qualified applicants
- 6% (n=5) of nursing programs admitted more students than they initially identified seats for (this usually occurred in advanced degree programs)



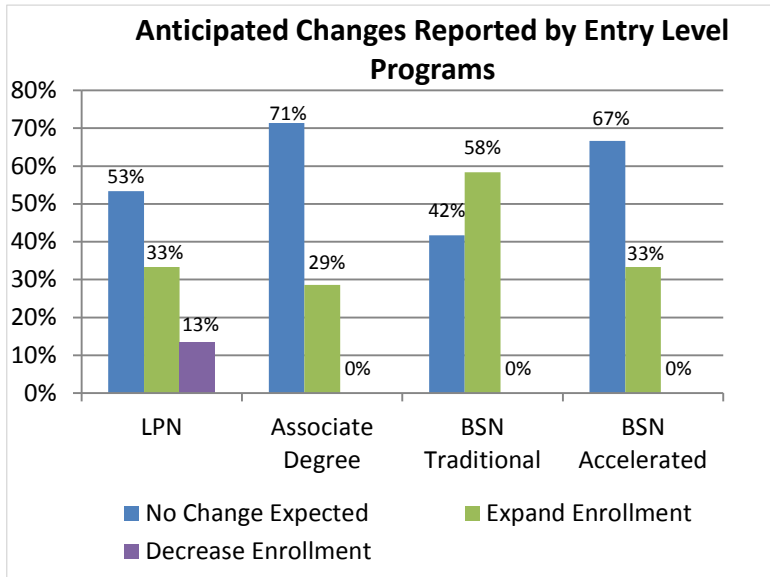
Master's and doctoral level programs have some internal flexibility in the number of seats they set aside each year for new students¹ with the result that they are free to admit more new students than they may have initially planned for.

¹ 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.

Types of Nurses and Degree Levels		First year enrollees in 2015-16	Completions in 2015-16
Licensed Practical Nurses		644	442
Registered Nurses	Associate Degrees	1,804	1,191
	Baccalaureate Degrees	1,355	1,136
	RN to BSN	425	306
	Master's Degrees	499	209
	Doctorate – Nursing Practice	113	50
	Doctorate - PhD	14	16

For the two programs that did not complete the 2015-16 questionnaire, we used enrollment data they provided in the 2014-15 academic year and the Integrated Postsecondary Education Data System (IPEDS) for their 2015-16 completion numbers.

Associate degree programs continue to be the largest producer of new RN graduates, although the number of graduates from BSN entry-level programs has been increasing in recent years.



Many of the schools we surveyed plan on expanding enrollments sometime between 2016 and 2019 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 2015-16 academic year. Additional programs may be in the planning stages in schools that did not have an active nursing education program in 2015-16.

New Programs Planned:

- 2 new ADN programs
- 1 Accelerated LPN program
- 1 LPN to ADN Transition program
- 1 Doctor Of Nursing Practice (DNP) program
- 1 Post Graduate Certificate - Family Nurse Practitioner
- 1 New BSN instructional site

Programs Closing:

- 1 LPN program
- 1 RN to BSN program
- 1 Family Nurse Practitioner program
- 1 Adult Gerontology Primary Care program
- 1 Pediatric Nursing program

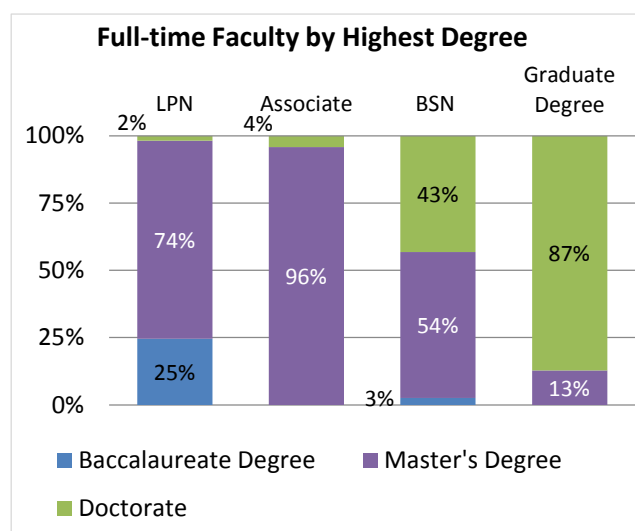
Nursing Education Faculty Characteristics

Schools of nursing employ both full and part-time faculty members. Part-time faculty are primarily employed as clinical faculty. 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 schools use 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 2015-16 academic year by program types. Associate degree programs, as a group, had the lowest overall vacancy rate for full-time faculty and graduate degree programs had the highest.

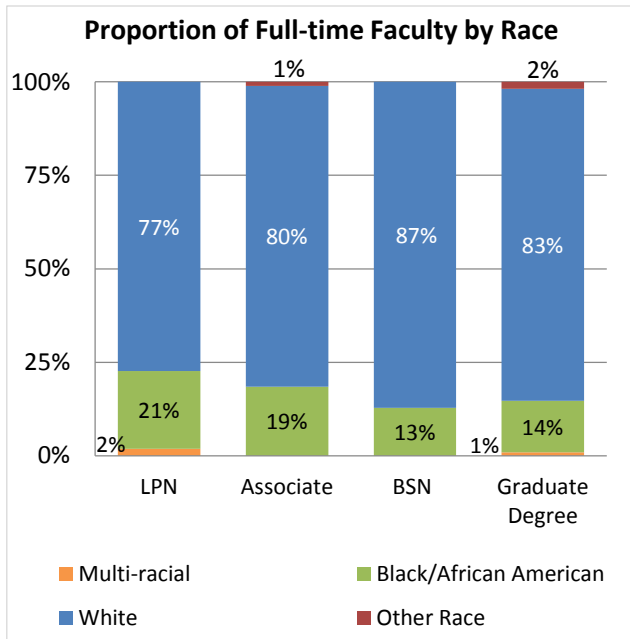
The bottom half of the table summarizes the range of school-specific vacancy rates for full-time faculty. The majority of LPN and graduate programs had no vacancies at their 2015 student census date. The majority of associate and baccalaureate degree programs did have vacancies among their full-time staff positions.

Full-time Nursing Faculty Vacancy Rate Statistics as of the 2015 Fall Census Date				
	LPN Programs	Associate Degree Programs	BSN Degree Programs	Graduate Level Programs
Number of schools reporting	15	14	14	10
Overall rate by program type				
Total # of budgeted positions reported	61	200	250	122
Total # of vacant positions reported	8	11	16	13
Full-time position vacancy rate	13.1%	5.5%	6.4%	10.7%
School specific vacancy rates				
% of schools with no full-time vacancies	67%	42%	43%	50%
Full-time vacancy rate less than 10%	0%	29%	21%	10%
Full-time vacancy rate between 11 - 20%	13%	21%	29%	20%
Full-time vacancy rate greater than 20%	20%	7%	7%	20%



Programs reported the educational characteristics of their full-time faculty. The proportions in the charts to the left and below 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.

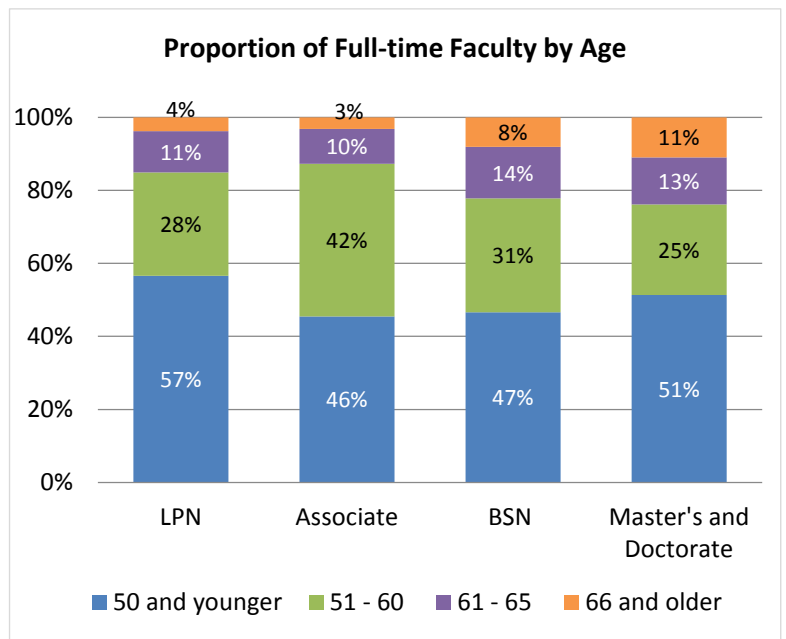
The majority of LPN and Associate Degree faculty have a Master’s Degree as their highest degree. BSN programs have just over half of their faculty (54%) holding a Master’s in Nursing as their highest completed degree. The majority of graduate degree program faculty have a doctorate as their highest degree.



The majority of full-time nursing faculty in all program types are White/Caucasia. Minority full-time faculty range from a total of 13% to 23% depending on program type. Nursing program faculty as a group do not reflect the racial diversity of the population in South Carolina.

Nursing program faculty gender reflects the traditional nursing workforce and is majority female in all program types with the percentage of faculty who are male ranging from 2% to 4% depending on program type.

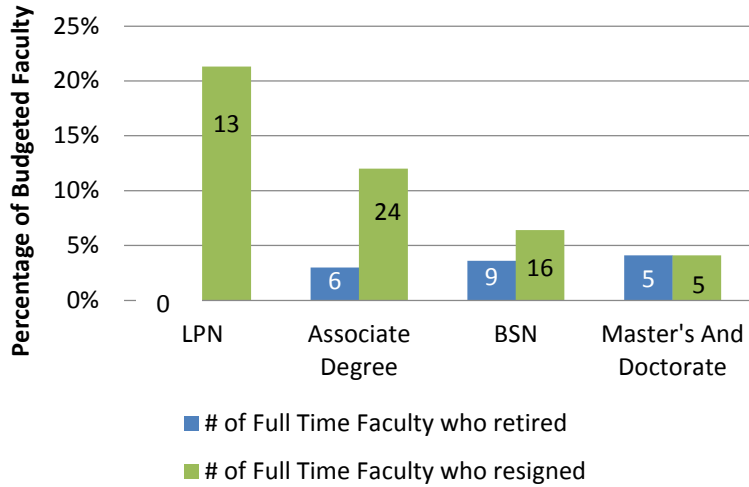
BSN and Graduate Degree programs had the largest proportion of faculty over age 61 (22% and 24% respectively). Even though highly educated women tend to work well into their 60s, nursing education programs should be planning for the loss of knowledge and resources that will occur as older faculty reach retirement.



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 2015-16 academic year.

Retirements and Resignations: Numbers and Proportion of Budgeted Faculty Positions



44% of nursing schools had faculty retire in the 2015-16 academic year.

A total of 20 full-time faculty members retired.

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

58% of nursing schools had faculty resign in the 2015-16 academic year.

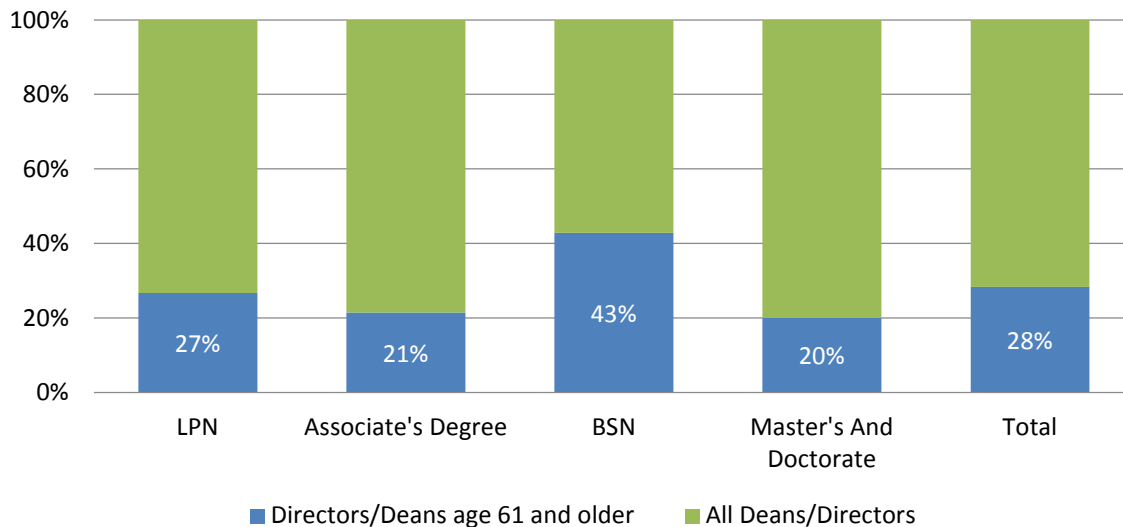
A total of 45 full-time faculty members resigned from their school.

7.7% of all full-time faculty employed in the 2015-16 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, 28% 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.

Nursing Education Deans and Directors - Percentage Age 61 or Older



In fact, 28% of Deans and Directors reported plans to retire between 2016 and 2019. 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, 2015 – July, 2016

During the 2015-16 academic year 16 Licensed Practical Nurse (LPN) programs were available to students in South Carolina. Two of them were based in high schools. Most of these programs offered a traditional one year curriculum. The characteristics of these different LPN nursing programs are detailed in this section of the report.

One program did not complete the 2015-16 questionnaire. In order to get the most accurate estimate of overall student capacity we used the number of seats available, number of qualified applicants and the number of qualified applicants admitted as reported by that program in our study for the 2014-15 academic year.

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 Length and Admission Schedules

- LPN programs ranged from 11 to 18 months
 - 1 (6%) school had an 11 month program
 - 9 (75%) schools had 12 month programs
 - 3 (19%) schools had 14 month programs
 - 2 (12%) schools had 18 month programs
- 14 (93%) schools admitted students into LPN nursing programs in the Fall semester
- 4 (27%) schools admitted students into LPN nursing programs in the Winter semester
- 5 (33%) schools admitted students into LPN nursing programs in the Spring semester
- 4 (27%) schools admitted students into the LPN nursing programs in the Summer semester
- 7 (47%) schools admit students more than once per year

LPN Program Characteristics

- There were 16 LPN programs in operation in South Carolina during the 2015-16 academic year
- 19% of LPN programs offered some of the curriculum coursework online, while most (81%) held all courses in a traditional classroom setting
- None of the LPN faculty were dedicated exclusively to on-line course instruction in these programs
- No barriers or problems associated with online courses were identified by these programs

Program capacity and student numbers in 2015 - 2016¹

- A total of 813 seats were available for new LPN students
- A total of 947 qualified applicants applied to LPN programs
- A total of 714 qualified applicants were admitted
- 88% of the state's capacity for new LPN students was filled in the 2015-16 academic year
- A total of 442 students graduated from an LPN program during the 2015-16 academic year
- 6 programs had more qualified applicants than they could admit. These schools reported one or more reasons for turning students away:
 - 67% cited lack of approved seats/positions for new students
 - 67% cited lack of classroom space
 - 50% cited the limited availability of clinical sites
 - 50% cited insufficient funds to hire faculty
 - 17% cited the inability to fill faculty vacancies

Anticipated changes in South Carolina LPN programs

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

- 1 (6%) school plans to decrease enrollment
- 5 (31%) schools plan to expand enrollment
- 8 (53%) schools expect enrollment to remain the same
- 1(6%) school plans to close the program with the last LPN class expected to graduate in May 2018
- 2 schools with LPN programs plan on starting new programs in the next 3 years:
 - 1 school plans to start an ADN program
 - 1 school plans to add an LPN to RN transition
 - 1 school plans to start an accelerated five week term program for LPNs

LPN Nursing Faculty Characteristics

One program did not report faculty information for the 2015-16 academic year. Therefore the numbers presented here are an undercount of the true number of full and part-time faculty in LPN programs during the 2015-16 academic year. The estimates of position vacancy rates may also be affected.

Full-Time Faculty

- There were a total of 61 full-time faculty positions budgeted in the 2015-16 academic year
- A total of 53 full-time LPN faculty were employed as of the 2015 Fall census date
- There were 8 full-time positions vacant and being actively recruited as of the Fall census date
- Across LPN programs the position vacancy rate for full-time faculty was 13.1%

¹ One program (Denmark Technical College) did not participate in the 2015-16 survey. We used the number of seats available, qualified applicants and number of applicants admitted they reported in the 2014 -15 survey and used the number of graduates reported to the Integrated Postsecondary Education Data System (IPEDS) for the 2015 academic year in order to get the most accurate estimate of LPN program capacity for the 2015-16 academic year.

Part-Time Faculty

- There were a total of 40 part-time faculty positions budgeted in the 2015-16 academic year
- There were 31 part-time LPN faculty employed as of the Fall program census date
- There were 9 part-time positions vacant and being recruited as of the Fall program census date
- Across all LPN programs the position vacancy rate for part-time faculty was 22.5%

Full Time LPN Faculty Demographics

Highest Academic Degree

- 25% held a Baccalaureate Degree in Nursing
- 72% held a Master's Degree in Nursing
- 2% held a Non – Nursing Master's Degree
- 2% held a Doctorate of Nursing Practice (DNP) Degree

Gender

- 100% of full-time LPN faculty were female

Race / Ethnicity

- 77% were White/Caucasian
- 21% were Black/African American
- 2% were Multi-Racial
- None of the full-time LPN faculty were of Hispanic, Latino or Spanish origin

LPN Faculty Ages

- 23% were 40 years old or younger
- 34% were 41 – 50 years old
- 28% were 51 – 60 years old
- 11% were 61 – 65 years old
- 4% were 71 years old or older

- 7 LPN full-time 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

Budget Sufficiency

- 13% of LPN programs felt that their budget did not sufficiently support their need for part-time faculty
- 6% of LPN programs felt that their budget did not sufficiently support their need for full-time faculty
- 6% of LPN programs felt that their budget did not sufficiently support their administrative needs
- 6% of LPN programs felt that their budget did not sufficiently support their needs for equipment

If additional budget dollars were available to spend, LPN programs said they would spend those funds as follows:

- 57% on equipment
- 43% on faculty
- 14% on professional development
- 14% on a simulation coordinator, technician and support staff
- 7% on raises for faculty

Faculty Retirements

- None of the LPN programs reported any faculty retirements between August 1, 2015, and July 31, 2016.

Faculty Resignations

- 5 LPN programs reported one or more full-time faculty members resigned between August 1, 2015, and July 31, 2016.
 - A total of 13 faculty members resigned during that time
 - 31% of them held a Baccalaureate Degree in Nursing
 - 54% held a Master's Degree in Nursing
 - 8% held a Non – Nursing Master's Degree
 - 8% held a Doctorate of Nursing Practice (DNP) Degree
- Reasons given for resignations were:
 - 31% of resigning faculty cited personal reasons (e.g. family responsibilities, relocation, health, etc.)
 - 23% cited career advancement in a clinical setting reasons
 - 23% cited educational reasons
 - 8% cited increased monetary rewards in another setting
 - 8% cited workload
 - 8% cited other reasons

LPN Program Director Characteristics

Tenure

- 7% of LPN Directors have held the position for less than one year
- 60% of Directors have held the position for 1 to 5 years
- 13% have held the position for 6 to 10 years
- 7% have held the position for 11 to 15 years
- 7% have held the position for 16 to 20 years
- 7% have held the position for more than 20 years

Current Job Status

- 1 LPN director was an interim appointment
all other LPN program directors were in permanent appointments

Gender

- All LPN Directors during the 2015-16 academic year were female

Race

- 87% of Directors were White/Caucasian
- 13% were Black/African American
- None of the LPN directors were of Hispanic, Latino or Spanish origin

LPN Program Director Characteristics continued

Age range of current LPN Program Directors

- 20% of LPN program Directors were age 40 or younger
- 27% were between the ages of 41 – 50
- 27% were between the ages of 51 – 60
- 27% were between the ages of 61 – 65

Highest Academic Degree

- 80% of LPN program Directors held a Master's Degree in Nursing
- 13% of LPN program Directors held a non-nursing Master's Degree
- 7% reported having a Doctorate of Nursing Practice (DNP) Degree

Graduate Degree Program Enrollment

- 73% of Directors were not enrolled in a graduate degree program at the time of the survey
- 13% 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

- 27% of LPN program Directors reported plans to retire within the next three years

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Associate Degree Nursing Education Programs in South Carolina

Academic Year August, 2015 – July, 2016

During the 2015-2016 academic year 15 colleges in South Carolina offered an associate degree program for Registered Nurses (RNs). These programs are located in all regions of the state. Two programs provides an “opt out” option for students that allows them to leave the program after the first year and sit for the LPN licensing exam (the NCLEX).

One program did not complete the 2015-16 survey questionnaire. In order to get the most accurate estimate of overall Associate Degree student capacity we used the number of seats available, number of qualified applicants and the number of qualified applicants admitted reported by that program in their 2014-15 questionnaire.

Not all schools answered every question in the survey. Percentage statistics are based on the number of schools providing data for a particular question.

ADN Program Length and Admission Schedules

- The length of ADN programs ranged from 18 months to 24 months
 - 6 (43%) programs had a 21 month curriculum
 - 4 (29%) programs had a 24 month curriculum
 - 2 (14%) programs had a 20 month curriculum
 - 2 (14%) programs had a 18 month curriculum
- 14 (100%) programs admitted students for the Fall semester
- 2 (14%) programs admitted students for the Winter semester
- 12 (86%) programs admitted students for the Spring semester
- 4 (29%) programs admitted students for the Summer semester
- 11 (79%) programs admitted students more than once per year

ADN Program Characteristics

- 57% of programs offered all of their classes in a face-to-face format
- 43% 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:
 - Qualified faculty
 - Rural internet access problems
- None of the blended programs hired faculty to teach exclusively online

ADN Program Capacity and Student Numbers in 2015 -2016 ¹

- Across the 15 programs, a total of 1,960 seats were available to new RN students during the 2015-16 academic year
- A total of 2,717 qualified applicants applied to ADN programs in that year
- A total of 2,171 qualified applicants were admitted
- 92% of the available capacity for new ADN students was filled during that year
- 1,191 students graduated from an ADN program in the 2015-16 academic year

- 87% (n=13) of ADN programs had more qualified applicants than they could admit
- A total of 546 qualified applicants were not admitted. The reasons for turning students away are as follows:
 - 54% reported a lack of approved seats/positions for new students
 - 38% cited the limitation of clinical training sites for students
 - 23% reported insufficient funds available to hire faculty
 - 15% cited the inability to fill faculty vacancies

LPNs in ADN Programs

- All ADN programs in the state accept licensed LPNs in their ADN program
- Licensed LPNs were required to complete anywhere from 9 to 18 months of the ADN curriculum
 - 3 programs (21%) required LPNs to complete 9 months of the ADN curriculum
 - 2 programs (14%) required LPNs to complete 10 months
 - 4 programs (29%) required LPNs to complete 12 months
 - 1 program (7%) required LPNs to complete 13 months
 - 2 programs (14%) required LPNs to complete 16 months
 - 1 program (7%) required LPNs to complete 18 months
 - 1 program (7%) required LPNs to complete 24 months

- A total of 233 licensed LPNs were admitted to ADN programs in the 2015-16 academic year
- Of the 1,191 ADN program graduates in 2015-16, 215 (18%) were previously licensed as LPNs

Anticipated Changes in South Carolina ADN Programs

- 29% of programs plan to expand enrollments
- 71% of programs expect no change in enrollments over the next 3 years

- 1 new ADN program was started and accepted their first cohort in the 2016-17 school year
- 1 ADN program plans to start an Accelerated ADN program within the next three years

¹ One program (at Fortis College) did not participate in the 2015-16 survey. In order to achieve the most accurate estimate of overall Associate Degree student capacity we used the number of seats available, number of qualified applicants and the number of qualified applicants admitted they reported for their program in the 2014-15 survey. The number of graduates from that program in the 2015-16 academic year were obtained from the Integrated Postsecondary Education Data System (IPEDS).

Associate Degree Nursing Faculty Characteristics

One program did not report faculty information for the 2015-16 academic year. Therefore the numbers presented here are an undercount of the true number of full and part-time faculty in Associate Degree programs for RNs during the 2015-16 academic year. The estimates of position vacancy rates may also be affected.

Full Time Faculty

- There were a total of 200 full-time faculty positions budgeted in the 2015-16 academic year
- A total of 189 full-time faculty were employed as of the 2015 Fall census date
- There were 11 full-time positions vacant and being recruited as of the Fall census date
- 8 programs (57%) reported having one or more full-time positions vacant on the census date
- Across all associate degree programs the position vacancy rate for full-time faculty was 5.5%
 - Program-specific rates varied from 0 to 33.3%

Part Time Faculty

- A total of 131 part-time faculty positions were budgeted in the 2015-16 academic year
- A total of 128 part-time faculty were employed as of the Fall census date
- There were 3 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 position vacancy rate for part time faculty was 2.3%

Full Time ADN Faculty Demographics

Faculty Race

- 80% were White/Caucasian
- 19% were Black/African American
- 1% were Native American
- 1% were Asian
- None of the faculty reported being of Hispanic, Latino or Spanish origin

Faculty Education

- 181 (96%) held a Master's Degree in Nursing
- 4 (2%) held a Non-Nursing Doctorate degree
- 2 (1%) held a PhD degree in Nursing
- 2 (1%) held a Doctorate of Nursing Practice degree

Faculty Gender

- 98% were female
- 2% were male

Faculty Age

- 38 (20%) were age 40 or younger
- 47 (25%) were ages 41 to 50
- 79 (42%) were ages 51 to 60
- 18 (10%) were ages 61 to 65
- 4 (2%) were ages 66 to 70
- 2 (1%) were age 71 or older

At the time of the survey, a total of 15 ADN faculty members were enrolled in a graduate degree program:

- 2 in a South Carolina program
- 13 in a program outside of the state

Budget Sufficiency

- 21% of programs felt that their budget did not sufficiently support their need for administrative support
- 14% of programs felt that their budget did not sufficiently support their need for full-time faculty
- 7% of programs felt that their budget did not sufficiently support their need for equipment

If additional budget dollars were available ADN programs said they would spend those funds as follows:

- 29% on equipment
- 21% on full time faculty
- 21% on a simulation coordinator, technician and support personnel
- 14% on professional development
- 14% on increasing faculty salaries

Full Time Faculty Retirements

- 4 programs (29%) reported having one or more full time faculty members retire between August 1, 2015 and July 30, 2016
 - A total of 6 full-time ADN program faculty retired
 - 2 retirees were between the ages of 61 to 65
 - 3 retirees were between the ages 66 to 70
 - 1 retiree was age 71 or older
 - All 6 retirees held a Master's of Nursing degree as their highest degree

Full Time Faculty Resignations

- 10 programs (71%) reported one or more full-time faculty resigned between August 1, 2015 and July 30, 2016
 - A total of 24 full-time ADN program faculty resigned during that period
 - 22 (92%) of the resigning faculty members had a Master's degree in Nursing
 - 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:
 - 38% resigned for personal reasons (e.g. family responsibilities, relocation, health, etc.)
 - 21% resigned for career advancement in a clinical setting
 - 13% resigned to seek increased monetary rewards in another setting
 - 8% resigned to pursue educational opportunities
 - 8% resigned due to workload
 - 4% resigned for better home-to-work travel/commute distance
 - 4% resigned for career advancement in another academic setting
 - 4% resigned for other reasons

ADN Program Director Characteristics

Tenure

- 64% of ADN program Directors had been in their position for 1 to 5 years at the time of the survey
- 29% of Directors have been in the Director position for 6 to 10 years
- 7% of Directors had been in their position less than one year

Race

- 79% of Directors were White/Caucasian
- 21% were Black/African American
- None of the directors reported being of Hispanic, Latino or Spanish origin

Current Job Status

- 3 (21%) Directors were in an interim position at the time of the survey
- The remainder reported their status as permanent

Gender

- All ADN Directors were female.

Age Range of ADN Program Directors

- 21% were between age 40 or younger
- 1% were between the ages of 41 - 50
- 50% were between the ages of 51 - 60
- 14% were between the ages of 61 - 65
- 7% were age 71 or older

Retirement plans

- 36% 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:

- 86% with a Master's Degree in Nursing
- 14% had a non-nursing PhD

Graduate Degree Program Enrollment

The majority of Directors (86%) were not enrolled in any graduate degree program

- 7% of program directors were enrolled in a Non-nursing degree program
- 7% of program directors were enrolled in a Doctorate of Nursing Practice (DNP) degree program

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Baccalaureate Nursing Education Programs in South Carolina

Academic Year August, 2015 – July, 2016

During the 2015-16 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. Fourteen 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 section of the 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.

Traditional (pre-licensure) BSN Programs

There were 12 traditional pre-licensure BSN programs in operation in South Carolina during the 2015-16 academic year.

Admission Schedules

- 11 (92%) BSN programs admitted students in the Fall term
- 7 (58%) BSN programs admitted students in the Spring term
- 1 (8%) BSN programs admitted students in the Summer term
- None of the BSN programs admitted students in the Winter term

Program Structure

- 58% offered all courses in face-to-face format
- 42% offered a blend of courses: online and face-to-face
- Barriers or problems reported with online courses include the following:
 - Some students have time management issues and have difficulty balancing online with other classes and work

Program capacity and student numbers

- A total of 1,178 seats were available for new students in 2015-16
- A total of 2,175 qualified applicants applied to the traditional pre-licensure BSN programs
- A total of 1,140 qualified applicants were admitted to pre-licensure BSN programs
- 97% of overall entry-level capacity in these programs was filled in 2015-16

- 9 programs had more qualified applicants than could be accommodated. The reasons for turning students away were as follows:
 - 67% cited the limitation of clinical training sites for students
 - 44% cited the inability to fill faculty vacancies
 - 33% reported a lack of approved seats/positions for new students
 - 33% cited lack of classroom space
 - 22% reported insufficient funds to hire faculty
- A total of 940 students graduated from a traditional pre-licensure BSN program between August 2015 and July 2016.

Accelerated (2nd Degree) Pre-licensure BSN programs

Three schools offered an Accelerated or 2nd Degree pre-licensure BSN program between August 1, 2015 and July 30, 2016

Admission Schedule

- 2 (67%) programs admitted students in the Fall term
- 1 (33%) program admitted students in the Spring term
- 1 (33%) program admitted students in the Summer term
- None of the Accelerated or 2nd Degree pre-licensure BSN programs admitted students in the Winter term

Program Structure

- 33 % of these programs offered all courses in a face-to-face format
- 67% offered a blend of face-to-face and online courses
 - No problems or barriers with offering a blend of online and face-to-face courses were reported

Program capacity and student numbers

- 226 seats for new students were available between August 1, 2015 and July 30, 2016
- 492 qualified applicants applied to the accelerated programs
- 232 applicants were admitted
- 103% 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 were as follows:
 - 50% cited limited clinical training sites for students
 - 50% cited the inability to fill faculty vacancies
 - 100% reported a lack of classroom space
- 196 students graduated from an Accelerated or 2nd Degree Pre-Licensure BSN program

Post-licensure BSN Programs (RN-to-BSN)

14 schools offered a post-licensure BSN program between August 1, 2015 and July 30, 2016.

Admission Schedule

- 13 (93%) Post-licensure BSN programs admitted students in the Fall term
- 10 (71%) Post-licensure BSN programs admitted students in the Spring term
- 5 (36%) Post-licensure BSN programs admitted students in the Summer term
- 2 (14%) Post-licensure BSN programs admitted students in the Winter term

RN-to-BSN Program Structure

- 7% of programs offered all their courses in a face-to-face format
- 21% of programs offered a blend of on-line and face-to-face courses
- 71% of programs offered all of their courses exclusively online
- Among the 10 RN-to-BSN programs offering courses exclusively on-line the following barriers were noted:
 - 10% felt that students were not familiar with using technology
 - 10% felt that students had difficulty with time management and were under the perception that online courses would be easier
 - 10% felt that it was difficult to ensure quality and rigor in the online classroom setting
 - 10% felt that required clinical outreach and faculty travel to clinical sites were barriers or problems
 - 60% 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:
 - Students do not feel prepared for an online class

Program capacity and student numbers

Three programs reported having an unlimited number of seats available for new students. In these cases we limited the seat count to 200 in order to get a more precise estimate of the number of seats available to new students and total capacity.

- With those corrections in place, there were a total of 1,205 seats available for new RN-to-BSN students
- A total of 673 qualified applicants applied to RN-to-BSN programs in the 2015-16 academic year
- A total of 477 qualified applicants were admitted in the 2015-16 academic year
- The size of these programs varied greatly:
 - 1 program admitted only 1 student in 2015-16
 - the largest program admitted 123 students
- 40% of available capacity in RN-to-BSN programs was filled in 2015-16
 - 2 programs filled 90% 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
 - 5 programs turned qualified students away
- A total of 196 qualified applicants were turned away from RN-to-BSN programs in 2015-16. Reasons for not accepting all qualified students were not provided.
- A total of 306 students graduated from RN to BSN programs between August 1, 2015 and July 30, 2016

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 nd Degree/ Accelerated BSN (n=3)	Post-licensure BSN (n=14)
No Change expected	42%	67%	29%
Expand Enrollments	58%	33%	57%
Decrease Enrollments	0%	0%	7%
Close the program	0%	0%	7%
Total	100%	100%	100%

Charleston Southern University is closing their RN-to-BSN program. The last class is expected to graduate in 2018.

Budget Sufficiency

- 7% of programs felt that their budget did not sufficiently support their need for full-time faculty
- 14% of programs felt that their budget did not sufficiently support their need for part-time faculty
- 14% of programs felt that their budget did not sufficiently support their need for administrative support
- 14% of programs felt that their budget did not sufficiently support their need for equipment

If additional budget dollars were available BSN programs would spend those funds as follows:

- 36% would buy simulation equipment
- 29% would spend the money on more full time faculty
- 21% would increase faculty salaries
- 2% would spend the money on recruitment technology

BSN Nursing Faculty Characteristics

A total of 3 BSN faculty taught classes exclusively online during the 2015-16 academic year.

Full Time Faculty

- There were 250 full-time BSN faculty positions budgeted in the 2015-16 academic year
- There were 234 full-time BSN faculty employed
- There were 16 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 6%
 - The school specific rate for full-time vacancies varied from 0 to 29%

Part Time Faculty

- There were 202 part-time BSN faculty positions budgeted in the 2015-16 academic year and all budgeted positions were filled as of the Fall census date

Full Time BSN Faculty Demographics

Faculty Age

- 54 (23%) were age 40 or younger
- 55 (24%) were between the ages 41 to 50
- 73 (31%) were between the ages 51 to 60
- 33 (14%) were between the ages 61 to 65
- 17 (7%) were between the ages 66 to 70
- 2 (1%) were age 71 or older

Faculty Race

- 86% were White/Caucasian
- 13% were Black/African American
- 1 full-time faculty was of Hispanic, Latino or Spanish origin

Faculty Education

- 126 (54%) faculty held a Master's Degree in Nursing as their highest degree
- 52 (22%) faculty held a PhD Degree in Nursing
- 33 (14%) faculty held a Doctorate of Nursing Practice Degree
- 15 (6%) faculty held a non-nursing Doctorate Degree
- 6 (3%) faculty held a baccalaureate Degree in Nursing
- 1 (0.4%) held a non-nursing Master's Degree
- 1 (0.4%) held some other type of nursing Doctorate

Faculty Gender

- 96% were female
- 4% were male

A total of 40 BSN faculty members were enrolled in a graduate degree program at the time of the survey:

- 14 were enrolled in a South Carolina graduate degree program
- 26 were enrolled in programs outside the state

Faculty Retirements

Nine schools (64%) reported retirements among full-time BSN faculty between August 1, 2015 and July 31, 2016.

- A total of 9 full-time faculty members retired during that time

Age of Retirees

- 11% were between the ages 51 to 60
- 56% were between the ages 61 to 65
- 33% were between the ages 66 to 70

Retiree Education Levels

- 56% of faculty retirees held a Master's of Nursing
- 33% of faculty retirees held a Nursing PhD
- 11% of faculty retirees held some other type of Doctorate

Faculty Resignations

Eight schools (57%) reported resignations among full-time BSN faculty between August 1, 2015 and July 31, 2016.

A total of 16 full-time BSN faculty members resigned during that time

- 69% held a Master's Degree in Nursing
- 13% held a PhD in Nursing
- 13% held a Doctorate of Nursing Practice (DNP)
- 6% held a non-nursing Doctorate
- 6% held a Baccalaureate Degree in Nursing

The following reasons were given for the resignations:

- 32% cited career advancement opportunities
- 19% cited travel distance
- 13% cited personal reasons
- 13% resigned due to other unnamed reasons
- 13% resigned for unknown reasons
- 6% cited increased monetary rewards in another setting
- 6% resigned due to workload

BSN Program Dean Characteristics

Tenure

- 29% of BSN Deans have been in their position less than one year
- 50% 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% of Deans were Black/African American

Current job status

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

Gender

- All BSN Deans during the 2015-16 year were female

Age range of BSN Deans

- 7% of Deans were age 40 or younger
- 7% of Deans were between the ages of 41-50
- 43% of Deans were between the ages of 51 - 60
- 29% of Deans were between the ages of 61 - 65
- 14% of Deans were between the ages of 66 - 70

Highest Academic Degree

- 43% of Deans held a PhD in Nursing
- 29% of Deans held a Doctorate of Nursing Practice
- 21% 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

- 21% of BSN program Deans said they were planning to retire within the next three years

Graduate Level Nursing Education Programs in South Carolina

Academic Year August, 2015 – July, 2016

During the 2015-16 academic year eight Colleges of Nursing in South Carolina offered Master's and/or Doctorate degree programs which included a total of 21 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 2015-16 academic year included:

- Family Nurse Practitioner (5 programs)
- Adult Gerontology Acute Care Nurse Practitioner (1 program)
- Adult Gerontology Primary Care Nurse Practitioner (2 programs)
- Nursing Administration (3 programs)
- Nursing Education (3 programs)
- Pediatric Nurse Practitioner (1 program)
- Psychiatric Mental Health Nurse Practitioner (1 program)
- Clinical Nurse Leader (2 programs)
- ADN to MSN Family Nurse Practitioner (1 program)
- Certified Registered Nurse Anesthetists (2 programs)

Nursing graduate-level programs are not regulated by the Board of Nursing, and thus may admit as many students as their 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 (measured as the number of new students divided by the number of available seats for new students). Instead, in this section of the report we identify the reported goal for new students as 'intended seats' and measure capacity filled by dividing the number of students admitted by the intended seats.

All programs answered the student capacity related questions, but not all programs 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

- 6 (75%) schools admitted students in the Fall
- 1 (13%) school admitted students in the Winter
- 6 (75%) schools admitted students in the Spring
- 4 (50%) schools admitted students in the Summer
- 5 schools admitted students more than once per year

Nursing Graduate Programs Capacity and Student Numbers in 2015 – 2016

Family Nurse Practitioner (FNP)

- There were 5 FNP programs in operation in the 2015-16 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 430 seats intended for incoming students
- A total of 371 qualified applicants applied to the programs
- 322 qualified applicants were admitted
- 75% of the anticipated capacity was filled
- 2 FNP programs turned away qualified students in the 2015-16 academic year for the following reasons:
 - 50% cited an inability to fill faculty vacancies
 - 50% cited the limited number of clinical training sites available
 - 50% cited a limit to the number of new students that could be accommodated
- A total of 97 students graduated from FNP programs in the 2015-16 academic year

Adult Gerontology Acute Care Nurse Practitioner

- There was one Adult Gerontology Acute Care program in operation in the 2015-16 academic year
 - Coursework in this program was a blend of face-to-face and online
- There were 200 seats intended for incoming students
- 74 qualified applicants applied to the program
- 74 qualified applicants were accepted to the program
- 37% of the anticipated capacity was filled
- A total of 14 students graduated from the FNP Adult Gerontology Acute Care program in the 2015-16 academic year

Adult Gerontology Primary Care Nurse Practitioner

- There were 2 Adult Gerontology Primary Care programs in operation in the 2015-16 academic year
 - 1 offered all courses in a face-to-face format and 1 offered all courses online
- There were 16 seats intended for new students
- A total of 12 qualified applicants applied to the programs
- A total of 6 applicants were admitted
- 37% of the anticipated capacity was filled
- 1 Adult Gerontology Primary Care program turned away qualified students in the 2015-16 academic year for the following reasons:
 - Inability to fill faculty vacancies
 - Limited number of clinical training sites available
 - Inability to hire faculty that are most needed
- A total of 2 students graduated from the Adult Gerontology Primary Care programs in the 2015-16 academic year

Nursing Administration

- There were 3 Nursing Administration programs in operation in the 2015-16 academic year
 - 1 offered all courses in a face-to-face format and 2 offered all courses online
- There were 339 seats intended for new students
- A total of 59 qualified applicants applied to the programs
- A total of 59 qualified applicants were admitted
- 17% of anticipated capacity was used but all interested and qualified students were accepted
- 1 student graduated from a Nursing Administration program in the 2015-16 academic year

Nursing Education

- There were 3 Nursing Education programs in operation in the 2015-16 academic year
 - 67% offered all courses online; 33% offered all coursework in a face-to-face format
- There were 89 seats intended for new students
- A total of 21 qualified applicants applied to the programs
- A total of 21 qualified applicants were admitted
- 24% of anticipated capacity was used but all interested and qualified students were accepted
- A total of 27 students graduated from the Nursing Education programs in the 2015-16 academic year

Pediatric Nurse Practitioner

- There was one Pediatric Nurse Practitioner program in operation in the 2015-16 academic year
 - All coursework in this program was offered online
- There were 3 seats intended for new students
- 9 qualified applicants applied to the program
- 6 qualified applicants were admitted
- 200% of anticipated capacity was used
- 3 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
 - An inability to hire faculty that are most needed
- A total of 3 students graduated from the Pediatric Nurse Practitioner program in the 2015-16 academic year

Psychiatric Mental Health Nurse Practitioner

- There was one Psychiatric Mental Health Nurse Practitioner nursing program in operation in the 2015-16 year
 - Coursework in this program was a blend of face-to-face and online
- There were 200 seats intended for new students
- 34 qualified applicants applied to the program
- 34 qualified applicants were admitted
- 17% of anticipated capacity was used
- There were no graduates from the Psychiatric Mental Health Nurse Practitioner program as it was a new program in the 2015-16 academic year

Clinical Nurse Leader

- There were 2 Clinical Nurse Leader programs in operation during the 2015-16 academic year
 - 1 offered all coursework online; 1 offered a blend of online and face-to-face
- There were 32 seats intended for new students
- A total of 13 qualified applicants applied to the programs
- A total of 13 qualified applicants were admitted
- 41% of anticipated capacity was used but all interested and qualified students were admitted
- A total of 5 students graduated from Clinical Nurse Leader programs in the 2015-16 academic year

Associate Degree to Master's (ADN-to-MSN)

- There was 1 ADN-to-MSN program in operation during the 2015-16 academic year
 - This program offered a blend of online and face-to-face coursework
- Upon completion of this program students have both a BSN degree and a Master's with a Family Nurse Practitioner concentration
- There were 10 seats intended for new students
- A total of 3 qualified applicants applied to the programs
- A total of 3 qualified applicants were admitted
- 30% of anticipated capacity was used but all interested and qualified students were admitted
- A total of 2 students graduated from the ADN-to-MSN program in the 2015-16 academic year

Certified Registered Nurse Anesthetist

- There were 2 Certified Registered Nurse Anesthetist programs in operation during the 2015-16 academic year
 - both programs were located within Schools of Medicine
- There were 61 seats intended for new students
- A total of 240 qualified applicants applied to the programs
- A total of 60 qualified applicants were admitted
- 180 qualified applicants were turned away due to the following reason:
 - The limited number of clinical training sites
- 98% of anticipated capacity was used
- A total of 58 students graduated from CRNA programs during the 2015-16 academic year

Doctorate of Nursing Practice

- There were 2 Doctorate of Nursing Practice (DNP) programs in operation in the 2015-16 academic year
 - 1 offered all coursework online, 1 offered a blend of online and face-to-face
- There were 280 seats intended for new students
- A total of 169 qualified applicants applied to the programs
- A total of 128 qualified applicants were admitted
- 41 qualified applicants were turned away due to the following reasons:
 - An inability to fill faculty vacancies
 - Insufficient funds to hire faculty
 - The limited number of clinical training sites
- 46% of anticipated capacity was used
- A total of 50 students graduated from DNP programs during the 2015-16 academic year

Doctor of Philosophy in Nursing Science

- There were 2 Philosophy of Nursing Science (PhD) programs in operation in the 2015-16 academic year
 - 1 offered all coursework online; 1 offered only face-to-face classes
- 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 25 qualified applicants were admitted
- 10 qualified applicants were turned away due to the following reasons:
 - An inability to fill faculty vacancies
 - Insufficient funds to hire faculty
 - Lack of classroom space
- 100% of anticipated capacity was used
- A total of 16 students graduated from Nursing PhD programs in the 2015-16 academic year

Anticipated Changes in Graduate Degree Nursing 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 and a few are expecting to close.

Program Type	Number of programs in 2015-16	# No change anticipated	# Plan to expand the existing program	# Opening a new program	# Planning to Close
Family Nurse Practitioner	5	2	2	-	1
Adult Gerontology Acute Care Nurse Practitioner	1	1	-	-	-
Adult Gerontology Primary Care	2		1	-	1
Nurse Administration	3	3	-	-	-
Nursing Education	3	3	-	-	-
Pediatric Nurse Practitioner	1		-	-	1
Psychiatric Mental Health Nurse Practitioner	1	1	-	-	-
Clinical Nurse Leader	2	1	1	-	-
ADN - to - MSN	1	1	-	-	-
Certified Registered Nurse Anesthetist	2	2	-		*
Doctorate of Nursing Practice (DNP)	2	-	2	*	
Doctor of Philosophy in Nursing Science (PhD)	2	1	1		

*1 CRNA program at the Master's level is transitioning to a Doctor of Nurse Anesthesia Practice. The final Master's program students are expected to graduate in December, 2018

In addition to the programs in existence in the 2015-16 academic year, schools were asked to report any plans they might have for opening new programs between 2016 and 2018.

New programs planned for 2016 – 2018:

- 1 Doctor of Nursing Practice - for Advanced Practice Nurses, Nurse Practitioners and Certified Nurse Specialists
- 1 Post Graduate Certificate - Family Nurse Practitioner concentration
- 1 CRNA program currently at the Master's level will transition into a Doctor of Nurse Anesthesia Practice
- Anderson University started a graduate nursing program and admitted their first cohort in **Fall 2016**, they offered the following programs in the 2016-17 academic year:
 - Psychiatric Mental Health Nurse Practitioner Post-Graduate Certificate
 - Master's Degree - Nursing Education
 - Master's and Doctorate - Family Nurse Practitioner
 - Master's and Doctorate - Psychiatric Mental Health Nurse Practitioner
 - Master's and Doctorate - Executive Leadership
 - Doctor of Nursing Practice - Advanced Practice

Programs that plan to close:

- 1 Family Nurse Practitioner MSN program - last class is scheduled to graduate in the Summer 2020
- 1 Adult Gerontology Primary Care MSN program - last class is scheduled to graduate in the Summer 2020
- 1 Pediatric Nurse Practitioner MSN program - last class is scheduled to graduate in the Summer 2020

Budget Sufficiency

Schools were asked to assess the adequacy of their operating budgets:

- 40% of programs felt that their budget did not sufficiently support their need for administrative support
- 40% of programs felt that their budget did not sufficiently support their need for equipment
- 30% of programs felt that their budget did not sufficiently support their need for full-time faculty
- 30% of programs felt that their budget did not sufficiently support their need for part-time faculty

If additional budget dollars were available graduate degree nursing programs would spend those funds as follows:

- 40% on updated simulation equipment
- 30% on full time faculty
- 20% on increasing faculty salaries
- 20% on administrative support
- 10% on marketing supplies

Nursing Graduate Degree Faculty Characteristics

- 2 programs have faculty that teach courses exclusively online
- A total of 31 faculty taught online courses exclusively during the 2015-16 academic year

Full-Time Faculty

- There were 122 full-time faculty positions budgeted in graduate nursing programs for the 2015-16 academic year
- There were 109 full-time faculty employed as of 2015 Fall census date
- There were 13 full-time positions vacant as of Fall census date
- Across all schools, the full-time position vacancy rate was 11%
 - The school-specific rate varied from 0 to 33% among schools that provided faculty counts

Part-Time Faculty

- There were 26 part-time faculty positions budgeted in graduate nursing programs for the 2015-16 academic year
- There were 26 part-time faculty employed as of 2015 Fall census date
- Across all schools, the part-time position vacancy rate was 0%

Full-Time Faculty Demographics

Faculty Race

- 86% were White/Caucasian
- 11% were Black/African American
- 1% were Multi Racial
- 2% were unknown
- 1 APRN faculty was of Hispanic, Latino or Spanish origin

Faculty Gender

- 94% were female
- 6% were male

Faculty Education

- 42 (39%) held a PhD in Nursing
- 30 (28%) held a Doctorate of Nursing Practice Degree
- 21 (19%) held a non-nursing Doctorate Degree
- 12 (11%) held a Master's Degree in Nursing as their highest degree
- 2 (2%) held a non-nursing Master's Degree
- 2 (2%) held some other Doctorate in Nursing

Faculty Age

- 25 (23%) were age 40 or younger
- 31 (28%) were ages 41 to 50
- 27 (25%) were ages 51 to 60
- 14 (13%) were ages 61 to 65
- 10 (9%) were ages 66 to 70
- 2 (2%) were age 71 or older

A total of 11 graduate degree faculty members were enrolled in a graduate degree program at the time of the survey:

- 8 were enrolled in a South Carolina graduate degree program
- 3 were enrolled in programs outside the state

Faculty Retirements

Three schools with graduate degree programs had full-time graduate level faculty retire between August 1, 2015 and July 30, 2016

- A total of 5 full-time faculty members retired during that time

Age of Retirees

- 20% of retirees were between the ages 61 to 65
- 60% of retirees were between the ages 66 to 70
- 20% of retirees were 71 years old or older

Retiree Education Level

- 80% of full time retirees held a Non-nursing PhD
- 20% of full time retirees held a Nursing PhD

Faculty Resignations

Three schools with graduate degree programs reported full-time faculty resignations between August 1, 2015 and July 31, 2016

- A total of 4 full-time graduate program faculty resigned during that time

Highest Academic Credential of Faculty Who Resigned

- 50% of resigning full-time faculty members held a Nursing PhD
- 50% of resigning full-time faculty members held a Doctorate of Nursing Practice (DNP) Degree

Primary Reasons for Resigning

- 50% cited career advancement opportunities
- 25% cited personal reasons (e.g. family responsibilities, health, relocation, etc.)
- 25% resigned for other reasons

Nursing Graduate Degree Program Dean Characteristics

Tenure

- 20% of Deans have held their position for less than 1 year
- 50% of Deans have held their position for 1 to 5 years
- 20% of Deans have held their position for 6 to 10 years
- 10% of Deans have held their position for 11 to 15 years

Current Job Status

- 90% of Deans had a job status of “permanent”
- 10% of Deans had a job status of “interim” at the time of the survey

Race

- 80% of Deans were White/Caucasian
- 20% of Deans were Black/ African American
- None of the Deans were of Hispanic, Latino or Spanish origin

Gender

- 90% of Deans serving in the 2015-16 academic year were female
- 10% of Deans serving in the 2015-16 academic year were male

Age

- 10% of Deans were age 40 or younger
- 20% of Deans were age 41 to 50
- 50% of Deans were age 51 to 60
- 10% of Deans were age 61 to 65
- 10% of Deans were age 66 to 70

Education Level

- 20% of Deans held a Doctorate of Nursing Practice (DNP) degree
- 20% of Deans held a PhD in Nursing Science
- 60% of Deans held a non-nursing PhD

Retirement Plans

- 2 (20%) Deans reported plans to retire within the next three years