Office of Health Care Workforce
Research for Nursing

Report on the SREB
Council on Collegiate
Education for Nursing
South Carolina
School of Nursing Data

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September 2014
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INTRODUCTION

The Office of Healthcare Workforce Research for Nursing (OHWRN) – housed in the South Carolina Center for Nursing Leadership – provides a central entity for coordinating the collection and analysis of nursing workforce data to assist in supply and demand modeling. The OHWRN is committed to working closely with professionals across a broad spectrum of users to provide the necessary data to best inform workforce policy and planning.

This document has been prepared for the South Carolina Council of Deans and Directors of Nursing Education, as a report to utilize for trending school of nursing data collected annually by the Southern Regional Education Board (SREB) Council on Collegiate Education for Nursing (CCEN). This report provides a summary of student, faculty and chief administrator data. In an effort to describe the nursing pipeline, accurate and complete data from SC schools of nursing are critical. This year, SC had a response rate of 97% (29 of 30 programs); with one of the highest return rates of 16 states and the District of Columbia surveyed by the CCEN.

For the purposes of establishing metrics for SC population diversity, utilizing the US Department of Commerce US Census Bureau, the following 2013 data are used for baseline*:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC Population</td>
<td>4,774,839</td>
</tr>
<tr>
<td>Non-Hispanic/White</td>
<td>63.9%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>5.3%</td>
</tr>
<tr>
<td>African American</td>
<td>27.9%</td>
</tr>
<tr>
<td>American Indian &amp; Alaska Native</td>
<td>0.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.5%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>0.1%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

* http://quickfacts.census.gov/qfd/states/45000.html
**DEMOGRAPHICS**

**Designation of Nursing Unit**
- College - 4
- Department - 16
- Division - 2
- School – 5
- Program - 1
- Other – 1

**Nursing Education Program Types**
- Associate Degree - 15
- Baccalaureate – 14 (13 completed surveys)
- RN-BSN - 1
- Master’s - 6
- Doctoral – 2 (plus1 Interdisciplinary Doctoral Program located in a Nursing School)

**Accreditation**
- NLNAC - 8
- CCNE - 10
- ACEN - 8
- Both - 0
- None – 3

**Types of Undergraduate Programs**
- Associate Generic - 15
- Associate bridge - 9
- Bachelor’s generic - 12
- Bachelor’s accelerated - 3
- LPN to BSN - 1
- RN to BSN – 10

**Type of Graduate Program**
- Master’s generic – 6
- Practice Doctorate – 2
  *1 in planning stage
- Research Doctorate - 2
- Interdisciplinary Doctorate – 1
ASSOCIATE DEGREE PROGRAM DATA
(N=15 WITH 100% SURVEY RETURN)

Applicants/Enrollees

All SC Associate Degree (ADN) programs completed the 2014 SREB survey. Associate degree programs reported that 858 qualified applicants were not admitted – this number was down 260 from the 2013 SREB report. Programs reported a total of 849 student positions that could have been filled – significantly up from 682 last year. The top three reasons cited for not filling all positions were (1) lack of approved seats/positions, (2) insufficient funds to hire faculty, and (3) limited clinical sites.

Total enrollment for all programs was 3,242 – up from 3,550 last year. Of those enrolled 2,307 were enrolled part-time and 935 fulltime – which was not significantly different than the 2013 SREB data.

Gender of Enrollees

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>348</td>
<td>2894</td>
</tr>
<tr>
<td>%</td>
<td>11%</td>
<td>89%</td>
</tr>
</tbody>
</table>

The percentage of male enrollees has increased 1% from the 2013 data in Associate degree enrollees (10% last year).
The percentage of enrollees does not reflect the diversity of the SC population cited in the 2013 US Census report (page 3). The Caucasian enrollments decreased by 3% from 73.7% in 2013 to 70.6% in 2014; the percentage of African-Americans also decreased 1.7% from 20.5% in 2013 to 18.7% this year; and we see an increase of almost 5% in the reporting of “unknown” as race (1.3% in 2013 and 6% in 2014).

*Note that “International” is still being cited as “race,” as this is the way the SREB survey is set up. The data were rechecked and the 4 listed as “International” are not cross-listed by race for ADN programs – therefore it is noted that this section is under reported by 4.

**Graduates**

With all Associate Degree programs completing surveys, there were a total of 1,292 graduates from SC ADN programs – a decrease of only 5 from last year’s total number of graduates (1,297).
**Gender of Graduates:**

As noted in the 2014 ADN program enrollments, the percentage of male graduates increased from 10% to 11% -- which is tracking closely to the national gender data.

**Race/Ethnicity of Graduates: (under reported by 1)**

The percentage of Caucasian graduates showed no significant changes from the 2013 SREB data; however the *African-American graduates increased 2%* from 15.7% in the 2013 report to 17.7% in this year’s report. There were no international graduates noted; therefore, there is a true under report of 1 graduate.
On-line/Blended Program Issues

This year’s SREB survey included questions regarding whether or not a program offered courses face-to-face exclusively, on-line exclusively, or a blended program (both face-to-face and on-line). There were questions about specific on-line faculty hires, and barriers to on-line and/or blended programs.

Of the 15 Associate Degree programs responding to the 2013 survey:

1. 10 programs offered face-to-face coursework exclusively & 5 offered blended coursework.
2. None of the programs indicated they hire or assign faculty, nor do they report having FTE’s assigned for exclusive on-line coursework.
3. Barriers listed for offering on-line coursework exclusively include:
   a. Program type
   b. Lab skills & clinical competencies are difficult to evaluate in an online environment
   c. This is a generic program & the feedback we received is that students feel they would be better served with face-to-face teaching
   d. Student evaluations indicate majority of students prefer face-to-face.
   e. Faculty "buy in" to offer exclusively online nursing courses
4. Barriers listed for offering blended coursework include:
   a. Exam and testing security, faculty buy-in to technology, student preference
   b. SCBON approval status
   c. Faculty proficiency for online teaching
   d. We have not had the time to develop the 2 courses we would like to develop into blended courses
   e. Faculty "buy in" to offer blended courses

SUMMARY NOTES:

- Part-time ADN students remain the “norm” in SC programs.
- The % of male enrollees and graduates closed in on the national baseline of 11%.
- Even with a 2% increase in the numbers of African American graduates, there remains a 10% gap in this number and the SC population of 27.9%.
- The numbers of ADN graduates remained almost the same from the 2013 report.
- 30% of the Associate Degree programs are utilizing a blended coursework delivery method.
- Faculty skills and “buy-in” seem to be major barriers for moving toward more on-line coursework.
- Capacity issues related to limited clinical sites, and limited funds for hiring faculty and expanding class size remain top concerns for ADN program directors.
**BACCALAUREATE PROGRAM DATA**

(N=15 – WITH 14 COMPLETING SURVEYS = 97%)

**Applicants/Enrollees**

Completed 2014 SREB surveys were received from 14 of the 15 Baccalaureate degree (BSN) programs (97%). Last year there was a 100% return rate on the SREB survey – and because there is one school missing from this year’s data, the comparisons between the two years will not be exact. The 14 programs responding reported that 574 qualified applicants were not admitted – which showed a decrease from 755 in the 2013 SREB data report. It is doubtful that even the one missing program survey would account for a significant increase or decrease in this comparison figure.

14 programs reported a total of 234 student positions that could have been filled – compared to 166 last year. The top two reasons listed for not filling all positions did not change from the 2013 report and included: (1) lack of seats/positions, and, (2) limited clinical sites for clinical experiences – the same as those noted in the 2013 report.

Total enrollment for all 14 programs was 3,324 – an increase of 514 students from the 2013 data report. This reflects a significant increase in enrollments, especially without the data from one other BSN program where both RN-BSN and generic BSN students are enrolled. Of those enrolled in 14 baccalaureate degree programs, 1,034 were new generic program admissions – compared to 1,116 last year – a decrease of 82 students; 421 were new RN to BSN admissions – almost doubled from 209 last year; 1 was an LPN/LVN to BSN admission; and 91 were new accelerated admissions – up from 19 last year, which is a significant increase.

For the 2014 SREB report, 2,924 students were enrolled fulltime and 400 were enrolled part-time in the 14 programs reporting. These data show an increase from 2013 – when there were a total of 2,810 enrolled, with 2,538 full-time and 138 part-time. Data from the one program not reporting in 2014 would have given a more complete picture of total enrollments and would have increased the total numbers for this round of data. Therefore, the trend would be increasing enrollments in the BSN programs.

These enrollment data are very significant since state nursing leaders are focused on increasing the numbers of BSN-prepared registered nurses to 65% of the SC workforce by 2020. With the impressive increases in RN-BSN completion and accelerated admissions, it is clear that nurse leaders in both academe and service are successfully making the case for ADN graduates to pursue an advanced degree.
Gender of Enrollees:

The percentage of male enrollees has decreased by 2% from the 2013 SREB data report – dropping from 11% last year to 9% this year. This trend needs to be noted and addressed in recruitment strategies by the BSN programs to keep pace or exceed the 11% national baseline of male enrollments.

Race/Ethnicity of Enrollees: (over reported by 6)*

The percentage of enrollees does not reflect the diversity of the SC population cited in the 2013 US Census report (page 3). The Caucasian enrollments increased by 2% from 75.1% in 2013 to 77.6% in 2014; and the percentage of African-Americans significantly decreased from 16% in 2013 to 12.5% this year.
*Note that “International” is still being cited as “race,” as this is the way the SREB survey is set up. The data were rechecked and the 6 listed as “International” are cross-listed by race for BSN programs – therefore it is noted that this section is over reported by 6.

Graduates

Of the 14 BSN programs reporting, there were a total of 1,209 graduates from baccalaureate degree programs – an increase of only 35 from the 2013 SREB report. This number would be increased with the inclusion of the 15th program’s data.

**Gender of Graduates:** (under reported by 122)*

*One of the 14 BSN programs completing surveys reported that gender data were not available; therefore, 122 graduates were not identified by gender.

With absence of the above data, along with the 15th BSN program, the trending for gender is harder to determine from the 2013 SREB report. Last year’s report showed the same percentages for gender as these data indicate – but there was a 100% return rate last year.
The percentage of Caucasian graduates showed a decrease from 70.4% in the 2013 SREB report to 68% this year. The percentage of African-American graduates significantly decreased from 21.3% in the 2013 report to 14.5% in this year’s report. There was a large increase in the “Unknown” race category this year – going from 0.9% in the 2013 SREB report to 12.6% this year.

*Note that “International” is still being cited as “race,” as this is the way the SREB survey is set up. The data were rechecked and 2 of the 3 listed as “International” are cross-listed by race for BSN programs. It is therefore assumed that one program listed 1 student as “international” for “race” and this explains the over-report of 2 students.

**Race/Ethnicity of Graduates: (over reported by 2)**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>827</td>
</tr>
<tr>
<td>African American</td>
<td>176</td>
</tr>
<tr>
<td>Hispanic</td>
<td>18</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>11</td>
</tr>
<tr>
<td>White</td>
<td>3</td>
</tr>
<tr>
<td>International</td>
<td>152</td>
</tr>
<tr>
<td>Unknown</td>
<td>4</td>
</tr>
</tbody>
</table>

The SREB survey does not request data regarding the breakdown of graduates by program type – generic, RN to BSN, LPN/LVN to BSN, and Accelerated BSN. Having these data is important for tracking the numbers admitted into and moving to graduation from these programs. The Commission on Higher Education (CHE) does track these graduation data from SC public nursing programs. While not directly correlated to the SREB survey data and/or timeline, the following enrollment/graduation data from CHE for RN to BSN programs might be of interest and use to workforce planning:

**RN to BSN Enrollee and Graduate Data**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>455</td>
</tr>
<tr>
<td>2012</td>
<td>356</td>
</tr>
<tr>
<td>2013</td>
<td>409</td>
</tr>
</tbody>
</table>

*Used with permission from Commission on Higher Education Management Information System*
RN to BSN Graduate Data – 8 SC Public Programs*

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduates</th>
<th>Programs with graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>23</td>
<td>2</td>
</tr>
<tr>
<td>2003-2004</td>
<td>100</td>
<td>6</td>
</tr>
<tr>
<td>2004-2005</td>
<td>67</td>
<td>5</td>
</tr>
<tr>
<td>2005-2006</td>
<td>134</td>
<td>5</td>
</tr>
<tr>
<td>2006-2007</td>
<td>152</td>
<td>6</td>
</tr>
<tr>
<td>2007-2008</td>
<td>136</td>
<td>6</td>
</tr>
<tr>
<td>2008-2009</td>
<td>113</td>
<td>4</td>
</tr>
<tr>
<td>2009-2010</td>
<td>131</td>
<td>6</td>
</tr>
<tr>
<td>2010-2011</td>
<td>96</td>
<td>6</td>
</tr>
<tr>
<td>2011-2012</td>
<td>109</td>
<td>4</td>
</tr>
<tr>
<td>2012-2013</td>
<td>148</td>
<td>4</td>
</tr>
</tbody>
</table>

*Used with permission from Commission on Higher Education Management Information System

**On-line/Blended Program Issues**

This year’s SREB survey included questions regarding whether or not a program offered courses face-to-face exclusively, on-line exclusively, or a blended program (both face-to-face and on-line). There were questions about specific on-line faculty hires, and barriers to on-line and/or blended programs.

Of the 14 BSN programs responding to the 2013 survey:

1. 5 programs offered face-to-face coursework exclusively; 7 offered blended coursework; and 2 programs offer both face-to-face exclusively and blended options.
2. None of the BSN programs indicated they offer an on-line exclusive option.
3. Two of the programs indicated they hire faculty to teach on-line courses; with 1 program reporting having 1 FTE assigned for exclusive on-line coursework.
4. Barriers listed for offering on-line coursework exclusively include:
   a. College not approved by SACS for online teaching; limited IT support; concerns re: online security
   b. Organizational changes, to include some restructuring of programs offered.
   c. RN to BSN track is exclusively online. We offer some hybrid courses with generic students, but believe as a faculty that generic students need the face-to-face interaction and socialization. No courses are exclusively online for generic students.
   d. Not a desired method for undergraduate students
   e. Impersonal approach & students do not seem to feel "connected" to the university, limited lasting alumni relationship to school
5. Barriers listed for offering blended coursework include:
a. Learner motivation to get online & meet deadlines; internet access can be an issue based on student's location; technical problems since students often get online at all hours of the day and night support is not always readily available
b. Limited IT support; concerns re: online security
c. Organizational changes, to include some restructuring of programs offered.

SUMMARY NOTES:

• Fulltime BSN students remain the “norm” in SC programs.
• There have not been gains in the percentage of male enrollees and graduates since the 2013 SREB report.
• A significant decrease in African-American enrollments and graduates is noted.
• With one of the RWJF State Implementation Program grant goals being to increase the diversity of our RN workforce in gender and racial categories, these data are of concern.
• There is a large increase in the numbers of ADN graduates enrolled in BSN completion programs and in the accelerated (second-degree option) programs. This does support the initiatives to increase the number of BSN-prepared RNs in the SC workforce.
• Of the 14 BSN programs reporting, there are no on-line exclusive programs for generic BSN students. There are 2 RN to BSN programs that are on-line exclusive. 50% of the reporting BSN programs utilize a blended coursework delivery method.
• Unlike the ADN data which cited faculty skills and “buy-in” as the major barriers for moving toward more on-line coursework – BSN deans/directors indicated there is more concern regarding interference with faculty/student interactions in on-line coursework and IT/security issues.
• Capacity issues related to limited clinical sites and inability to expand class size remain the top concerns for BSN program directors.
MASTER’S PROGRAM DATA
(N=6 FOR A 100% RETURN RATE)

Applicants/Enrollees

All 6 of the SC colleges/schools offering a Master’s Degree in Nursing (MSN) returned a completed 2014 SREB survey. The MSN programs reported that 77 qualified applicants were not admitted – compared to 73 in the 2013 SREB report. Programs reported that a total of 95 student positions that could have been filled, which is almost three times the number noted last year – although they only indicated 77 qualified students who were not admitted. However, this indicates a pressure point in graduate admission capacity. Only one school listed for not admitting qualified applicants. That school reported two reasons, (1) limited clinical sites and (2) lack of seats/positions). With the significant increase in numbers of qualified applicants not being admitted, noting the reasons for this would be helpful in the next round of data collection.

Total enrollment for all programs was 301 – a decrease from 313 in the 2013 SREB report. Of those enrolled in master’s degree programs, 134 were new generic program admissions (N=62 in the 2013 SREB report) and 2 were new RN to MSN admissions (N=12 in the 2013 SREB report).

There were 204 MSN students enrolled full-time, and 97 enrolled part-time.

Gender of Enrollees:

Male MSN students comprised 10% of the total this year, compared to 8.2% in the 2013 SREB report. This is a significant increase and moves SC close to the 11% national baseline for male students. Efforts need to continue to increase these numbers.
Race/Ethnicity of Enrollees: (over reported by 2)*

The percentage of enrollees does not reflect the diversity of the SC population cited in the 2013 US Census report (page 3), but there was a large increase in the percentage of African-American enrollees this year. Caucasian enrollments decreased from 77% in 2013 to 73.4% in 2014; while the percentage of African-Americans doubled from 5.4% in 2013 to 10.3% this year.

*Note that “International” is still being cited as “race,” as this is the way the SREB survey is set up. The data were rechecked and the 2 listed as “International” are not cross-listed by race for MSN programs – therefore it is noted that this section is under reported by 2.

Graduates

For the 2014 SREB report, the six colleges/schools offering the MSN degree reported a total of 122 graduates – an increase of 23 since the 2013 data were analyzed.
Gender of Graduates:

Males graduating with an MSN degree comprised 13% of the total number of graduates this year – compared to 8.2% last year. It is noted that while the percentages did increase, the actual numbers rose from 7 individuals last year to 16 this year. This does move SC above the national baseline of approximately 11% male students, but the actual numbers of individuals are small.

Race/Ethnicity of Graduates:

The percentages of MSN graduates in this dataset do not reflect the SC population demographics. Caucasian graduates comprised 78.7% -- a decrease from 82.3% in the 2013 SREB report. African-American graduates decreased from 8% last year to 6.6% this year. The percentage of “Unknown”
race increased from 1% in the 2013 SREB report to almost 10% this year. There were no international MSN graduates noted.

**Number of Graduates Completing Teacher-Preparation Courses**

Two of the 6 programs offering the MSN degree indicated they had a total of 15 graduates completing teacher-preparation courses – compared to 1 program with 14 graduates in the 2013 SREB report.

**On-line/Blended Program Issues**

This year’s SREB survey included questions regarding whether or not a program offered courses face-to-face exclusively, on-line exclusively, or a blended program (both face-to-face and on-line). There were questions about specific on-line faculty hires, and barriers to on-line and/or blended programs.

Of the 6 SC colleges/schools offering a MSN degree responding to the 2013 survey:

1. Three programs offered on-line exclusively and the other three offered blended coursework.
2. None of the MSN programs indicated they offer a face-to-face exclusive option.
3. None of the 6 programs indicated they hire faculty to teach on-line courses; none indicated having an FTE assigned for exclusive on-line coursework.
4. Barriers listed for offering on-line coursework exclusively include:
   a. Learner motivation to get online & meet deadlines; internet access can be an issue based on student's location; technical problems since students often get online at all hours of the day and night support is not always readily available; social interaction and development of relationships must be overcome with rich discussions and immersions to link students
   b. Minimal social interaction between faculty and student; meeting ADA requirements; time consuming for faculty
5. Barriers listed for offering blended coursework include:
   a. work schedule of RN students; geographic limitations/travel problems
   b. inconvenient for students to come to campus for class given their life demands

**SUMMARY NOTES:**

- The numbers of MSN students enrolled and graduated remain steady, with only a marginal increase in the number of graduates since the 2013 SREB report.
- The number of male enrollees and graduates increased significantly since the 2013 report.
• The above two bullet points likely reflect capacity issues.
• African-American enrollments in SC MSN programs doubled this year compared against the 2013 SREB report data – although the percentage of those self-identified as African Americans graduating decreased.
• It is significant to note that of the 6 MSN programs reporting, there are no face-to-face exclusive programs being offered in the state. Half of the programs offer on-line exclusive coursework with the other three offering blended coursework.
• Only two programs offered feedback on the barriers for on-line exclusive and/or blended course delivery. With all 6 programs offering one or the other, it would be helpful to have more feedback in future surveys as to these barriers.
• It might be assumed that the 4 not reporting any barriers have discovered methods to overcome those barriers reported by the other two, and with just sharing what works and what doesn’t at Deans/Directors meetings would facilitate the removal of some barriers.
• There are no data in this survey to indicate the numbers of MSN out-of-state students enrolled in on-line and blended courses, and this question should be included in future SREB surveys in order to more directly address resource and capacity issues that impact the actual number of graduate-prepared RNs in the SC workforce.
DOCTORAL PROGRAM DATA
(N= 2 DNP, 3 PHD, WITH 100% RESPONSE RATE)

Applicants/Enrollees

SC has two DNP programs (with one in the planning phase, as noted in the 2014 SREB survey data) and three PhD (research-focused) programs. Of the 3 PhD programs, 2 are in nursing and the other is an interdisciplinary degree which is housed in a nursing school. For the purposes of this survey, all 3 PhD program data will be reported in the aggregate.

DNP programs reported that 51 qualified applicants were not admitted – compared to 65 in the 2013 SREB report. These 2 reported a total of 25 that could have been admitted – compared to 13 last year. The 2 DNP programs reported the number one reason for not admitting qualified applicants was the lack of available seats.

PhD or research focused programs reported 5 qualified applicants who were not admitted – compared to 8 in the 2013 SREB report. All 5 were noted to have been admitted if there were sufficient resources. PhD programs that did not admit all applicants reported two reasons, (1) inability to match student and faculty research interests and (2) lack of funding to support doctoral students.

Total doctoral program enrollments were 297 students – compared to 289 in the 2013 SREB report – an increase of only 8 students.

In the DNP programs, there were 212 students enrolled (139 full-time, 73 part-time) – compared to a total of 201 in the 2013 SREB report. Of these, 122 were new practice doctorate admissions.

In the PhD programs, there were 85 students enrolled (39 full-time, 46 part-time) – compared to 88 in the 2013 SREB report. In research focused programs. Of these, there were 14 new research doctorate admissions.

The general status quo of doctoral enrollments suggests that perhaps the programs are near capacity with regard to related resources.
Gender of DNP Enrollees:

Male DNP students comprised 9% of the total this year, compared to 7% in the 2013 SREB report. The number of individuals is small (N = 19 this year and N=14 in the 2013 SREB report). This makes the 2% percentage increase less impressive; however, efforts need to continue to increase the number of male enrollees to the 11% national baseline.

Race/Ethnicity of DNP Enrollees:

The percentage of DNP enrollees does not reflect the diversity of the SC population cited in the 2013 US Census report (page 3). There was virtually no change in the percentages of both Caucasian and African-American enrollees from the 2013 SREB report.

There were no international DNP students reported.
Gender of PhD Enrollees:

Male PhD students comprised 11% of the total this year, compared to 9% in the 2013 SREB report. The number of individuals is small (N = 9 this year and N = 8 in the 2013 SREB report). This makes the 2% percentage increase less impressive; however, this does reflect the number of male enrollees at the 11% national baseline.

Race/Ethnicity of PhD Enrollees: (over reported by 4) *

The percentage of PhD enrollees does not reflect the diversity of the SC population cited in the 2013 US Census report (page 3). There was virtually no change in the percentage of Caucasian enrollees. However, African-American enrollees increased from 8% the 2013 SREB report to 10.6% in this year’s data. The numbers of African-American individuals is small (N=7 in 2013 SREB report and N=9 this year), therefore, the percentage increase is not as significant.
Note that “International” is still being cited as “race,” as this is the way the SREB survey is set up. The data were rechecked and the 4 listed as “International” are not cross-listed by race for PhD programs – therefore it is noted that this section is under reported by 4.

**Graduates**

<table>
<thead>
<tr>
<th></th>
<th>DNP Graduates (N=46)</th>
<th>PhD Graduates (N=7)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>4 (8.7%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Female</td>
<td>42 (91.3%)</td>
<td>7 (100%)</td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
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<tr>
<td>American Indian</td>
<td>1 (2.2%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>African American</td>
<td>6 (13.0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1 (2.2%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>White</td>
<td>37 (80.4%)</td>
<td>5 (71.4%)</td>
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<tr>
<td>Unknown</td>
<td>1 (2.2%)</td>
<td>2 (28.6%)</td>
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The table above shows the data for both DNP and PhD program graduates. The number of individuals is small; therefore, the percentage changes need to be interpreted from that perspective.

Compared to the 2013 SREB report:

- **DNP Data**
  - Gender – An increase from 1 male graduate in last year’s report to 4 this year.
  - Race – White DNP graduates increased from 24 last year to 37 this year.
  - Race – African-American DNP graduates were N=6 both years.
  - Race – “Unknown” race DNP graduates were reported at 1 this year, with none reported last year.

- **PhD Data**
  - Gender – No male PhD graduates were reported in last year’s data; and none reported this year.
  - Race – White PhD graduates decreased from 9 last year to 5 this year.
  - Race – African-American PhD graduates remained at 0 for both years reported.
  - Race – “Unknown” race PhD graduates were reported at 2 this year, with none reported last year.

**Number of Graduates Completing Teacher-Preparation Courses**

One of the two SC DNP programs reported they had a total of 5 graduates completing teacher-preparation courses – compared to neither DNP program reporting graduates who completed teacher-preparation courses in the 2013 SREB report.
Two of the three SC PhD programs reported they had a total of 2 graduates completing teacher-preparation courses – compared to 5 PhD graduates reported in the 2013 SREB report who had completed teacher-preparation courses.

**On-line/Blended Program Issues**

This year’s SREB survey included questions regarding whether or not a program offered courses face-to-face exclusively, on-line exclusively, or a blended program (both face-to-face and on-line). There were questions about specific on-line faculty hires, and barriers to on-line and/or blended programs.

Of the 2 SC colleges/schools offering a DNP degree responding to the 2013 survey:

1. One program offered on-line exclusively and the offered blended coursework.
2. Neither of the DNP programs indicated they offer a face-to-face exclusive option.
3. Neither program indicated they hire faculty to teach on-line courses; neither indicated having an FTE assigned for exclusive on-line coursework.
4. Barriers listed for offering DNP on-line coursework exclusively include:
   a. learner motivation to get online & meet deadlines; internet access can be an issue based on student's location; technical problems since students often get online at all hours of the day and night support is not always readily available; social interaction and development of relationships must be overcome with rich discussions and immersions to link students
   b. Minimal social interaction between faculty and student; meeting ADA requirements; time consuming for faculty
5. Barriers listed for offering DNP blended coursework include:
   a. inconvenient for students to come to campus for classes given their other life demands

Of the 3 SC colleges/schools offering a PhD degree responding to the 2013 survey:

1. One program offered on-line exclusively and the other two offered blended coursework.
2. None of the PhD programs indicated they offer a face-to-face exclusive option.
3. None of the 3 programs indicated they hire faculty to teach on-line courses; none indicated having an FTE assigned for exclusive on-line coursework.
4. Barriers listed for offering on-line coursework exclusively include:
   a. Learner motivation to get online & meet deadlines; internet access can be an issue based on student's location; technical problems since students often get online at all hours of the day and night support is not always readily available; social
interaction and development of relationships must be overcome with rich discussions and immersions to link students

b. Interdisciplinary departments do not want to offer online courses

c. Some PhD core content may be better suited to interactive learning, i.e., socialization or professional development; limited number of classrooms with online technology and effective interaction; matriculated students indicate a clear preference for onsite education or blended models vs. exclusively online

5. Barriers listed for offering blended coursework include:

a. Some students in the PhD program specifically stated the online nature of the program was a major factor in selecting the program.

SUMMARY NOTES:

- The numbers of DNP and PhD students enrolled and graduated remain steady, with only a marginal increase in the number of graduates (N = +11) since the 2013 SREB report.
- There was a small increase in the number of male enrollees in both DNP and PhD programs since the 2013 SREB report.
- Four males graduated from the DNP program in this year’s report with no male graduates noted from the PhD programs.
- The above four bullet points likely reflect capacity issues.
- African-American enrollments in SC DNP programs decreased this year compared against the 2013 SREB report data.
- African-American graduates from DNP programs decreased and there were no African-American graduates reported in the PhD programs.
- Doctoral program leaders need to focus on increasing the numbers of males and minorities in these programs.
- It is significant to there are no face-to-face exclusive programs being offered in the doctoral programs.
- One school offers the DNP and PhD exclusively on-line, with the other DNP program and 2 other PhD programs three offering blended coursework.
- Barriers toward both on-line and blended coursework focused primarily on student preferred interactions and IT issues.
- There are no data in this survey to indicate the numbers of DNP and/or PhD out-of-state students enrolled in on-line and blended courses and this question should be included in future SREB surveys in order to more directly address resource and capacity issues that impact the actual number of graduate-prepared RNs in the SC workforce.
• **DNP programs** cited the lack of available seats as the primary reason for not admitting all qualified applicants.

• **PhD programs** cited two reasons for not admitting all qualified applicants: (1) inability to match student and faculty research interests and (2) lack of funding to support doctoral students.
FACULTY DATA (N=29 OF 30 SCHOOLS)

**Budgeted Full Time Positions:** 525 (compared to 460 in the 2013 SREB report)

**Gender of Full Time Faculty:** Male – 23 (5%); Female – 461 (95%) (mostly unchanged from 2013)

**Vacant Full Time Positions:** 41 (as of 1/31/2014) – (increased from 33 in 2013 SREB data)

**Number of Part Time Positions:** 349 (head count vs FTE’s – increased from 277 in 2013 data)

**Highest Earned Academic Degree (N=484)**

The 2013 SREB report cited 93 faculty members with PhD or DNP degrees. This year’s data show an increase to 147 faculty members with doctoral degrees – an increase of doctoral 54 faculty. This increase in doctoral prepared is *important to note* – 147 faculty holding a doctorate represent 30.3% of our full-time faculty this year. Last year, the total number of doctoral prepared faculty represented 21% of the total full-time faculty workforce. The MSN degree remains the main SC full-time faculty member preparation, but a third of the faculty in this 2014 SREB report do hold a doctorate.
Race/Ethnicity of FT Faculty (N=484 – over reported by 2)*

The racial percentages of full-time faculty members in this dataset do not reflect the SC population demographics (see US Census data – page 3). 80.7% of the current faculty are Caucasian, with very little increase in the numbers among other races from last year’s SREB report. There were 72 African-American faculty members noted in the 2013 SREB report (16.4%), and 79 this year (16.3%).

*Note that “International” is still being cited as “race,” as this is the way the SREB survey is set up. The data were rechecked and the 2 listed as “International” are not cross-listed by race for faculty members – therefore it is noted that this section is under reported by 2.

Certification Status of FT Faculty

- Certified Nurse Practitioners 80 (N=72 in 2013)
- Certified Nurse Educators 54 (N=48 in 2013)
- Certified Nurse Midwives 8 (N=6 in 2013)
- Certified Nurse Specialist 23 (N=23 in 2013)
- CRNA 0 (N=1 in 2013)

Full Time Faculty Retirements (N = 16 – compared to 14 projected for this year in 2013 SREB report)
• Highest Earned Degrees of Retirees
  o DNP – 2 (N=2 in 2013)
  o PhD – 1 (N=4 in 2013)
  o Other Doctorate – 1 (N=1 in 2013)
  o MSN – 12 (N=11 in 2013)

• Age Range of Retirees
  o 51 to 55 – 0 (N=0 in 2013)
  o 56 to 60 – 3 (N=0 in 2013)
  o 61 to 65 – 11 (N=14 in 2013)
  o 66 to 70 – 2 (N=3 in 2013)
  o 71 and over – 0 (N=1 in 2013)

• Anticipated Retirements – 11 (compared to 14 in 2013 SREB report)

Full Time Faculty Resignations (N=34 – compared to an additional 34 who resigned in 2013 SREB data)

• Highest Earned Degrees of Faculty Who Resigned
  o DNP – 4 (N=4 in 2013)
  o PhD – 4 (N=1 in 2013)
  o Other Doctorate – 2 (N=1 in 2013)
  o MSN – 22 (N=26 in 2013)
  o BSN – 2 (N=2 in 2013)

• Reasons for Resignations
  o Career Advancement – 10 (N=11 in 2013)
  o Personal (family responsibilities, relocation, health) – 9 (N=12 in 2013)
  o Increased monetary awards in another setting – 7 (N=5 in 2013)
  o Workload – 1 (N=1 in 2013)
  o Other, e.g., non-renewal of contract – 6 (N=4 in 2013)
  o Unknown – 1 (N=1 in 2013)

• Current Status of FT Faculty Who Resigned
  o Clinical Setting – 18 (N=9 in 2013)
  o Private or Collaborative Practices – 1 (N=1 in 2013)
  o College or University Out of State – 4 (N=3 in 2013)
  o College or University In State – 7 (N=7 in 2013)
  o Unknown – 4 (N=9 in 2013)

SUMMARY NOTES:

• Faculty retirements and resignations are not duplicated in this report.
• There was an increase of 65 budgeted FTEs since the 2013 SREB report.
• There were 41 full-time open positions reported.
• Part-time faculty head count increased from 277 last year to 349 this year – likely reflecting capacity issues.
• Workforce planners may want to work with academic nurse leaders to investigate why the large increase in part-time faculty members is not creating a pool of qualified full-time faculty applicants.
• The percentage of doctoral prepared faculty increased markedly from the 2013 SREB report, but did not keep pace with resignations/retirements.
• The nurse faculty workforce is predominantly white female. Gender and racial demographics have not changed significantly from the 2013 SREB report.
• Certification of current faculty is essentially the same as the last report.
• The degree preparations and ages of the faculty retiring were essentially the same as in the 2013 SREB report.
• The highest degree earned and reasons for faculty resignations were essentially unchanged from the 2013 SREB report.
• However, 18 faculty members reported moving from academe to the clinical sector – compared to 9 in the last SREB report. This doubles the number from last year of those who left teaching for clinical nursing.
• Of the 29 programs reporting, 11 faculty members are projected to retire in the next year.
• Academic nurse leaders projected 14 retirements this year, and there were actually 16. With 1 school not reporting faculty data, this inaccuracy is projection may be greater; as there may have been some retirements in that program.
• Academic nurse leaders need to examine together how they determine the estimated retirements a year ahead of time so that workforce planning may be more closely tailored to the projected demand.
• The nurse leaders reported 41 open full-time faculty positions.
• Noting the supply/demand related bullet points above, and with 102 full-time faculty retiring or resigning reported in the 2013 and 2014 SREB reports – 28% of which hold the doctoral degree – workforce planners need to further study pipeline data in order to strategize both short- and long-term methods to address the need for qualified faculty members and how this will continue to impact the capacity of nursing programs in South Carolina.
Twenty-four Chief Administrative Officers (CAOs) reported holding permanent positions and four were in interim roles. Five (17.9%) reported plans to retire within three years. Twenty-seven (96.4%) are female, and 1 (3.6%) is male. Twenty-three (82.1%) are white, three are African American, and two did not report race/ethnicity. Two CAOs reported that they are enrolled in a DNP program, and two reported that they are enrolled in a non-nursing doctoral program.

**CAO Age Ranges**

- 31 to 40 – 4 (14.3%) – N=5 in 2013
- 41 to 50 – 4 (14.3%) – N=4 in 2013
- 51 to 55 – 3 (10.7%) – N=5 in 2013
- 56 to 60 – 6 (21.4%) – N=7 in 2013
- 61 to 65 – 7 (25.0%) – N=6 in 2013
- 66 to 70 – 3 (10.7%) – N=0 in 2013
- 71 and over – 1 (3.6%) – N=1 in 2013
- No response – 2 (N=1 in 2013)

**Highest Earned CAO Credentials**

- DNP – 1 (N=1 in 2013)
- PhD – 10 (N=11 in 2013)
- Doctorate non Nursing – 6 (N=3 in 2013)
- MSN – 11 (N=14 in 2013)
- No response – 2 (N=1 in 2013)

**Number of Years as CAO at Current Institution**

- <1 year – 4 (N=3 in 2013)
- 1 to 5 years – 15 (N=18 in 2013)
- 6 to 10 years – 6 (N=7 in 2013)
- 11 to 15 years – 2 (N=1 in 2013)
- 20 or more years – 1 (N=1 in 2013)
- No response – 2 (N=1 in 2013)

**SUMMARY NOTES:**

- Of the 28 nursing programs reporting, it is noted that 61% of the CAO workforce are 56 years or older – compared to 46% of those reporting in the 2013 SREB report. This is even more significant in that last year’s report reflected 100% response on this data point.
• With 28 nursing programs reporting 4 CAOs in interim positions, and an aging academic leadership workforce – there is a strong need for succession leadership planning at the state-wide level.
• The educational preparation of the CAOs was similar to last year’s SREB report.
• Two CAOs report being enrolled in a doctoral (non-nursing) program and two others report being enrolled in DNP programs.
• 68% of the CAOs report having less than 5 years of employ at their current institution. The SREB survey likely needs to ask about # of years experience at the dean/director level in order to better reflect experience and the need (or not) for professional development.
TO: Dean/Director

FROM: Katherine Nugent, Ph.D., RN
President
SREB Council on Collegiate Education for Nursing

Dave Spence, Ph.D.
President
Southern Regional Education Board

Doreen Harper, Ph.D., RN, FAAN
Chair of the Research Committee

DATE: ______________

Since 2001, the SREB Council on Collegiate Education for Nursing, in collaboration with the Southern Regional Education Board, has conducted a regional survey of nursing education programs in colleges and universities in the 16 SREB states and the District of Columbia. The findings provide information about nurse educators (retirements, resignations, budgeted and vacant positions) and students (enrollment, graduation, diversity).

Survey results will appear on the SREB website in aggregates by state. We do not identify institutions in our reports. Your response to this survey will help us continue to provide valuable information to you and our colleagues, regionally and nationally.

Thank you for taking time to complete this questionnaire. Please return the survey electronically or by regular mail to Eula Aiken, Executive Director, at 592 Tenth Street, NW, Atlanta, GA 30318 by June 30, 2014. If you have questions, contact her at eula.aiken@sreb.org or at (404) 879-5567.

1 The committee includes Sharon Bradley, Ph.D. (University of Florida); Doreen Harper, Ph.D., RN, FAAN (University of Alabama at Birmingham); Peggy Hewlett, Ph.D., RN, FAAN (University of South Carolina Columbia); Kim Hoover, Ph.D., RN (University of Mississippi Medical Center); Kenneth Miller; Ph.D., RN, FAAN (The Catholic University of America); Demetrius Porche, Ph.D., D.S.N., RN, FAAN (Louisiana State University Health Sciences Center), Gregg Newschwander, Ph.D., RN, Board Liaison (Auburn University) and Katherine Nugent, Ph.D., RN, Ex Officio (University of Southern Mississippi).

2 The 16 states are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia.
### I. Demographics

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<th>I. Email Address of CAO</th>
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### II. Nursing Education Unit

#### A. Check the designation of the nursing education unit.

1. College
2. Department
3. Division
4. School
5. Other, please specify:

#### B. Check the type(s) of nursing program(s) at this institution.

1. Associate
   a. Generic
   b. Bridge
2. Bachelor's
   a. Generic (basic entry-level)
   b. Accelerated BSN for non-nursing college graduates (second degree)
   c. LPN/LVN-B.S.N.
   d. RN-BSN (RN completion program)
3. Master's
   a. Generic (Students hold a bachelor's degree in nursing.)
   b. Accelerated baccalaureate (non-nursing) to master's
4. Doctorate
   a. Practice (D.N.P.)
   b. Research (Ph.D./D.S.N./D.N.S./D.N.Sc.)

#### C. Check if the graduate curriculum includes teacher preparation courses.

#### D. If yes, does the program offer:

1. Master’s in nursing education
2. Master’s certificate in nursing education
3. Elective courses in nursing education

#### E. Do courses focus on:

1. Skills required for teaching undergraduate students
2. Skills required for teaching graduate students
3. Curriculum development and evaluation

---

3 Person completing this form
4 Refers to the person having administrative responsibility for the nursing education unit, for example, dean, director, head
5 A pre-licensure RN program with a curriculum sequence for students having some formal training in nursing or a related field, e.g., LPN or paramedic
**F. Program Accreditation:**
1. Commission on Collegiate Nursing Education
2. National League for Nursing Accrediting Commission
3. Both
4. Neither

**III. Associate Degree Program**

**A. Total enrollment, including new admissions:**

**B. Number of enrollees who are:**
1. Full time
2. Part time
3. Female
4. Male
5. American Indian/Alaskan Native
6. Asian (not of Latino origin)
7. Black/African-American (not of Latino origin)
8. Hispanic or Latino
9. Multi-racial
10. Native Hawaiian
11. White/Caucasian (not of Latino origin)
12. International (non-U.S. resident)
13. Race/Ethnicity unknown

**C. Total new admissions:**

**D. Total new matriculants:**

**E. Total new matriculants who are:**
1. Generic
2. Diploma RN to AD
3. LPN/LVN to AD

**F. Number of qualified applicants not admitted:**

**F. Check reasons for not admitting qualified applicants:**
1. Inability to fill faculty vacancies
2. Insufficient funds to hire faculty
3. Limited clinical sites
4. Lack of approved seats/positions

**G. Number of qualified applicants who could have been admitted:**

**H. Number of graduates (August 1, 2012 – July 31, 2013):**

**I. Number of graduates who are:**
1. Female
2. Male
3. American Indian/Alaskan Native
4. Asian (not of Latino origin)
5. Black/African-American (not of Latino origin)
6. Hispanic or Latino
7. Multiracial

---

6 Please include all new admissions for the current academic year.
7 Please include the number of individuals who actually enrolled.
8 The program had unfilled seats/positions.
8. Native Hawaiian
9. White/Caucasian (not of Latino origin)
10. International (non-U.S. resident)
11. Race/Ethnicity unknown

J. Please check if the Associate Degree Nursing Program is offered:
1. Face to face exclusively
2. Online exclusively
3. Blended (online and face to face)

K. Please check if you hire faculty to teach online course exclusively.
L. If you hire faculty to teach online courses exclusively, how many of your FTE budgeted positions teach online courses exclusively?

M. Please list barriers to offering online courses exclusively:

N. Please list barriers to offering blended courses (online and face to face).

IV. Baccalaureate Program
A. Total enrollment, including new admissions:
B. Number of enrollees who are:
1. Full time
2. Part time
3. Female
4. Male
5. American Indian/Alaskan Native
6. Asian (not of Latino origin)
7. Black/African-American (not of Latino origin)
8. Hispanic or Latino
9. Multi-racial
10. Native Hawaiian
11. White/Caucasian (not of Latino origin)
12. International (non-U.S. resident)
13. Race/Ethnicity unknown

C. Total new admissions: 9
D. Total new matriculants 10
E. Total new matriculants who are:
1. Generic (basic entry-level)
2. RN-BSN (RN Completion)
3. LPN/LVN-BSN
4. Accelerated BSN (non-nursing second degree)

9 Please include all new admissions for the current academic year.
10 Please include all individuals who actually enrolled for the current academic year.
E. Number of qualified applicants not admitted:

F. Check reasons for not admitting qualified applicants:
   1. Inability to fill faculty vacancies
   2. Insufficient funds to hire faculty
   3. Limited clinical sites for clinical experiences
   4. Lack of seats/positions

G. Number of qualified applicants who could have been admitted: 11

H. Number of graduates (August 1, 2012 – July 31, 2013):

I. Number of graduates who are:
   1. Female
   2. Male
   3. American Indian/Alaskan Native
   4. Asian (not of Latino origin)
   5. Black/African-American (not of Latino origin)
   6. Hispanic or Latino
   7. Multi-racial
   8. Native Hawaiian
   9. White/Caucasian (not of Latino origin)
  10. International (non-U.S. residents)
  11. Race/Ethnicity unknown

J. Please check if the BSN program is offered:
   1. Face to face exclusively
   2. Online exclusively
   3. Blended (online and face to face)

K. Please check if you hire faculty to teach online courses exclusively

L. If you hire faculty to teach online courses exclusively, how many of your FTE budgeted positions teach online courses exclusively?

M. Please list barriers to online courses exclusively.

N. Please list barriers to offering blended courses (online and face-to-face).

V. Master’s Program

A. Total enrollment, including new admissions:

B. Number of enrollees who are:
   1. Full time
   2. Part time

11 The program had unfilled seats/positions.
SREB Annual Survey

Directions: Enter responses in the shaded areas, using either numbers or X.

3. Female
4. Male
5. American Indian/Alaskan Native
6. Asian (not of Latino origin)
7. Black/African-American (not of Latino origin)
8. Hispanic or Latino
9. Multi-racial
10. Native Hawaiian
11. White/Caucasian (not of Latino origin)
12. International (non-U.S. residents)
13. Race/Ethnicity unknown

C. Total new admissions: 12

D. Total new matriculants: 13

E. Total new matriculants who are:
   1. Generic (Students hold a bachelor’s degree in nursing)
   2. Accelerated bachelors (non-nursing) to master’s
   3. RN to master’s

E. Number of qualified applicants not admitted:

F. Check reasons for not admitting qualified applicants:
   1. Inability to fill faculty vacancies
   2. Insufficient funds to hire faculty
   3. Limited clinical sites
   4. Lack of seats/positions

G. Number of qualified applicants who could have been admitted:

H. Number of graduates (August 1, 2012 – July 31, 2013)

I. Number of graduates who are:
   1. Female
   2. Male
   3. American Indian/Alaskan Native
   4. Asian (not of Latino origin)
   5. Black/African-American (not of Latino origin)
   6. Hispanic or Latino
   7. Multi-racial
   8. Native Hawaiian
   9. White/Caucasian (not of Latino origin)
   10. International (non-U.S. residents)
   11. Race/Ethnicity unknown

J. Number of graduates who completed teacher-preparation courses:

K. Please check if the master’s program is offered:
   1. Face to face exclusively
   2. Online exclusively
   3. Blended (online and face to face)

---

12 Please include all new admissions for the current academic year.
13 Give the number of new enrollees for current academic year.
L. Please check if you hire faculty to teach online courses exclusively.

M. If you hire faculty to teach online courses exclusively, what number of FTE budgeted positions teach online courses exclusively.

N. Please list barriers to offering online courses exclusively.

O. Please list barriers to offering blended courses (online and face to face).

VI. Doctoral Program (Practice)

A. Total enrollment, including new DNP admissions

B. Number of DNP enrollees who are:
   1. Full time
   2. Part time
   3. Female
   4. Male
   5. American Indian/Alaskan Native
   6. Asian (not of Latino origin)
   7. Black or African-American (not of Latino origin)
   8. Hispanic or Latino
   9. Multi-racial
   10. Native Hawaiian
   11. White/Caucasian (not of Latino origin)
   12. International (non-U.S. residents)
   13. Race/Ethnicity unknown

C. Total new DNP admissions:14

D. Total New DNP matriculants15

D. Number of qualified DNP applicants not admitted:

E. Check reasons for not admitting qualified applicants:
   1. Inability to fill faculty vacancies
   2. Insufficient funds to hire faculty
   3. Inability to match student and faculty expertise
   4. Lack seats/positions

F. Number of qualified DNP applicants who could have been admitted:

G. Number of DNP graduates (August 1, 2012 – July 31, 2013):

H. Number of DNP graduates who are:
   1. Female graduates
   2. Male graduates
   3. American Indian/Alaskan Native
   4. Asian (not of Latino origin)

---

14 Please include all new admissions for the current academic year.
15 Please give the number of new enrollees for current academic year.
I. Number of graduates who completed teacher preparation courses:

J. Please check if the DNP program is offered:

K. Please check if you hire faculty to teach online courses exclusively.

L. If you hire faculty to teach online courses exclusively, what number of your FTE budgeted positions teach online courses exclusively?

M. Please list barriers to offering online courses exclusively.

N. Please list barriers to offering blended courses (online and face to face) exclusively.

VII. Doctoral Program (Research)

A. Total enrollment, including new admissions:

B. Number of enrollees who are:

C. Total new admissions:

D. Total new matriculants

E. Number qualified applicants not admitted:

---

10 Include all new admissions for the current academic year.
## SREB Annual Survey

*Directions: Enter responses in the shaded areas, using either numbers or X.*

### F. Check reasons for not admitting qualified applicants:

- 1. Inability to fill faculty vacancies
- 2. Insufficient funds to hire faculty
- 3. Inability to match student and faculty research interests
- 4. Lack funding to support doctoral students

### F. Number of qualified applicants who could have been admitted:

### G. Number of graduates (August 1, 2012 – July 31, 2013):

### H. Number of graduates who are:

1. Female
2. Male
3. American Indian/Alaskan Native
4. Asian (not of Latino origin)
5. Black or African-American (not of Latino origin)
6. Hispanic or Latino
7. Multi-racial
8. Native Hawaiian
9. White (not of Latino origin)
10. International (non-U.S. residents)
11. Race/Ethnicity unknown

### I. Number of graduates completing teacher preparation courses:

### J. Please check if the Ph.D. program is offered:

1. Face to face exclusively
2. Online exclusively
3. Blended (online and face to face)

### K. Please check if you hire faculty to teach online courses exclusively.

### L. If you hire faculty to teach online courses exclusively, what number of your FTE budgeted positions teach online courses exclusively?

### M. Please list barriers to offering online courses exclusively.

### N. Please list barriers to offering blended courses (online and face to face) exclusively.

### VIII. Nurse Educators

#### A. Number of budgeted Full Time positions for the 2013-2014 academic year:

#### B. Number of vacant full time positions:

1. October 15, 2013
2. January 31, 2014

#### C. Number of full time faculty who are:

1. Female
2. Male
### SREB Annual Survey

**Directions:** Enter responses in the shaded areas, using either numbers or X.

<table>
<thead>
<tr>
<th>1. American Indian/Alaskan Native</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Asian (not of Latino origin)</td>
</tr>
<tr>
<td>3. Black or African-American (not of Latino origin)</td>
</tr>
<tr>
<td>4. Hispanic/Latino</td>
</tr>
<tr>
<td>5. Multi-racial</td>
</tr>
<tr>
<td>6. Native Hawaiian</td>
</tr>
<tr>
<td>7. White/Caucasian (not of Latino origin)</td>
</tr>
<tr>
<td>8. International (non-U.S. resident)</td>
</tr>
<tr>
<td>9. Race/Ethnicity unknown</td>
</tr>
<tr>
<td>10. I international (non-U.S. resident)</td>
</tr>
<tr>
<td>11. Race/Ethnicity unknown</td>
</tr>
</tbody>
</table>

**D. Number of full time faculty whose highest earned credential is:**

<table>
<thead>
<tr>
<th>1. Doctorate (research)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Doctorate (practice)</td>
</tr>
<tr>
<td>3. Doctorate (not nursing)</td>
</tr>
<tr>
<td>4. Master’s (nursing)</td>
</tr>
<tr>
<td>5. Master’s (not nursing)</td>
</tr>
<tr>
<td>6. Bachelor’s (nursing)</td>
</tr>
<tr>
<td>7. Bachelor’s (not nursing)</td>
</tr>
</tbody>
</table>

**E. Number of full time faculty whose specialty credential is:**

| 1. Certified Nurse Practitioner |
| 2. Certified Nurse Educator     |
| 3. Certified Nurse Midwives     |
| 4. Certified Nurse Specialist   |
| 5. Certified Registered Nurse Anesthetists |

**F. Number of part time faculty employed (October 15, 2013):**

**G. Number of nurse educators enrolled in graduate programs:**

<table>
<thead>
<tr>
<th>1. In state</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Out of state</td>
</tr>
</tbody>
</table>

**H. Type degree:**

<table>
<thead>
<tr>
<th>1. Master’s (nursing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Doctorate (practice)</td>
</tr>
<tr>
<td>3. Doctorate (research)</td>
</tr>
</tbody>
</table>

**IX. Faculty Retirements**

**A. Number of full time faculty retirements (2012-2013):**

<table>
<thead>
<tr>
<th>1. Number by academic credential:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Doctorate (practice)</td>
</tr>
<tr>
<td>b. Doctorate (research)</td>
</tr>
<tr>
<td>c. Doctorate (not nursing)</td>
</tr>
<tr>
<td>d. Master’s (nursing)</td>
</tr>
<tr>
<td>e. Master’s (not nursing)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Number by age range:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 51-55</td>
</tr>
<tr>
<td>b. 56-60</td>
</tr>
<tr>
<td>c. 61-65</td>
</tr>
<tr>
<td>d. 66-70</td>
</tr>
<tr>
<td>e. 71 or older</td>
</tr>
</tbody>
</table>
3. Number of anticipated retirements for 2013-2014:

X. Faculty Resignations (Academic Year: 2012-2013)

A. Total Resignations of Full Time faculty:

1. Number by highest earned credential:
   a. Doctorate (practice)
   b. Doctorate (research)
   c. Doctorate (not nursing)
   d. Master's (nursing)
   e. Master's (not nursing)
   f. Bachelor's (nursing)
   g. Bachelor's (not nursing)

2. Check reasons for resignations of full time faculty:
   a. Career advancement in academic or clinical setting
   b. Educational opportunities
   c. Personal (family responsibilities, relocation, health)
   d. Increased monetary rewards in another setting
   e. Workload
   f. Other, for example, non-renewal of contract
   g. Unknown

3. Number of full time faculty who resigned and are working or teaching in:
   a. Clinical settings
   b. Non-nursing settings
   c. Private or collaborative practices
   d. College or university settings out-of-state
   e. College or university settings in-state
   f. Other, specify:
   g. Unknown

XI. Chief Administrative Officer (CAO)

A. Number of years at current institution as CAO of the nursing education unit:
   1. Less than one year
   2. 1 to 5 years
   3. 6 to 10 years
   4. 11 to 15 years
   5. 16 to 20 years
   6. More than 20 years

B. Current status:
   1. Interim
   2. Permanent

C. Plans to retire in three years:
   1. Yes
   2. No

D. Check appropriate responses to indicate CAO’s gender and race:
   1. Female
   2. Male
3. Gender Not Reported
4. American Indian/Alaskan Native
5. Asian (not of Latino origin)
6. Black/African-American (not of Latino origin)
7. Hispanic/Latino
8. Multiracial
9. Native Hawaiian
10. White/Caucasian (not of Latino origin)
11. International (non-U.S. resident)
12. Race/Ethnicity (not reported)

E. Age range of CAO:
1. 30 or younger
2. 31-40
3. 41-50
4. 51-55
5. 56-60
6. 61-65
7. 66-70
8. 71 and older

F. Check CAO’s highest earned credential
1. Doctorate (practice)
2. Doctorate (research)
3. Doctorate not in nursing
4. Master’s in nursing
5. Master’s not in nursing

E. Check if the CAO is enrolled in a graduate program.
1. Type program
   - Master’s (nursing)
   - Master’s (not nursing)
   - Doctorate (D.N.P.)
   - Doctorate (D S N)
   - Doctorate (not nursing)

Thank You!!