

# South Carolina Nursing Education Programs August 2016 – July 2017



## Acknowledgments

This document was produced by The Office of Healthcare Workforce Research for Nursing at the University of South Carolina (UofSC) College of Nursing in Columbia, SC. Questions concerning the report, or for additional information about the Licensed Practical and Registered Nurse workforce, please contact the Office of Healthcare Workforce Research for Nursing at [outen@mailbox.sc.edu](mailto:outen@mailbox.sc.edu) or [hughesr@sc.edu](mailto:hughesr@sc.edu)

For additional information about nurses in South Carolina, please visit our website:  
[https://www.sc.edu/study/colleges\\_schools/nursing/centers\\_institutes/center\\_nursing\\_leadership/office\\_healthcare\\_workforce\\_research/index.php](https://www.sc.edu/study/colleges_schools/nursing/centers_institutes/center_nursing_leadership/office_healthcare_workforce_research/index.php)

## Table of Contents

Summary Report .....	3
Licensed Practical Nursing Programs .....	11
Associate Degree Nursing Programs.....	16
Baccalaureate Degree Nursing Programs.....	22
Graduate Level Nursing Programs .....	29
Comparison Report .....	38

# Summary of South Carolina Nursing Education Program Characteristics

Academic Year August 2016 – July 2017

In the Spring of 2016, the Office of Healthcare Workforce Research for Nursing within the Center for Nursing Leadership at the UofSC College of Nursing surveyed all South Carolina nursing education programs: 36 schools offering 85 separate programs. 80% of those surveyed responded. Among these programs, the response rate was: 56% for LPN, 87% for ADN, 100% for BSN, and 78% for advanced degrees.

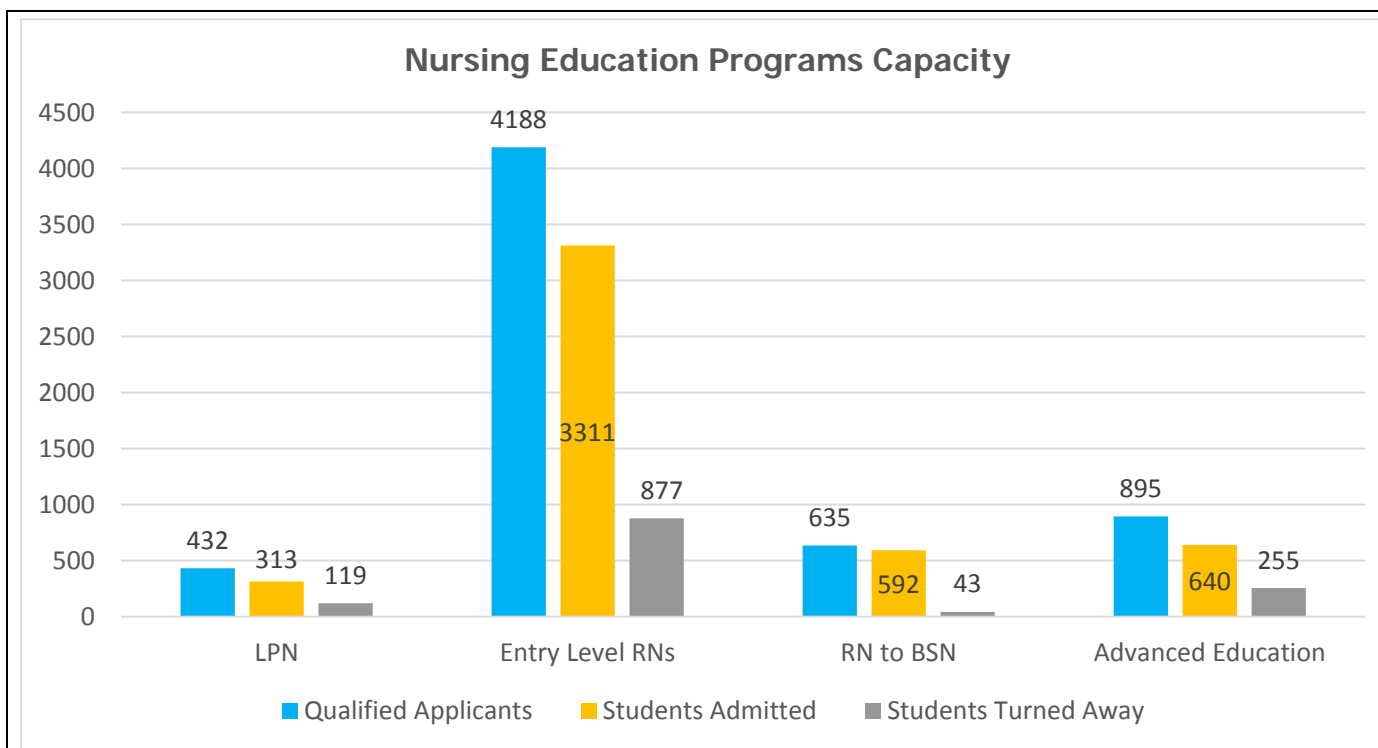
This section of the full report provides a high-level summary of the findings from that study. Statistics are organized by level of education: entry level or advanced education. More detailed information about each type of nursing education degree can be found in the program specific reports found in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

One Licensed Practical Nurse (LPN) program and one Associate Degree in Nursing (ADN) program did not complete the 2016-2017 survey questionnaire. 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 2015-2016 survey for their number of available seats, number of qualified applicants, and number of applicants admitted. Graduate counts for the 2016-2017 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 2016-2017

Each nursing education program reported the number of qualified applicants that applied to that program for the 2016-2017 academic year, the number of applicants admitted, and the number of seats that were available that year for new incoming students. This 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
- Bachelor of Science in Nursing (BSN) traditional programs
- BSN second degree/accelerated programs

**Advanced education programs include:**

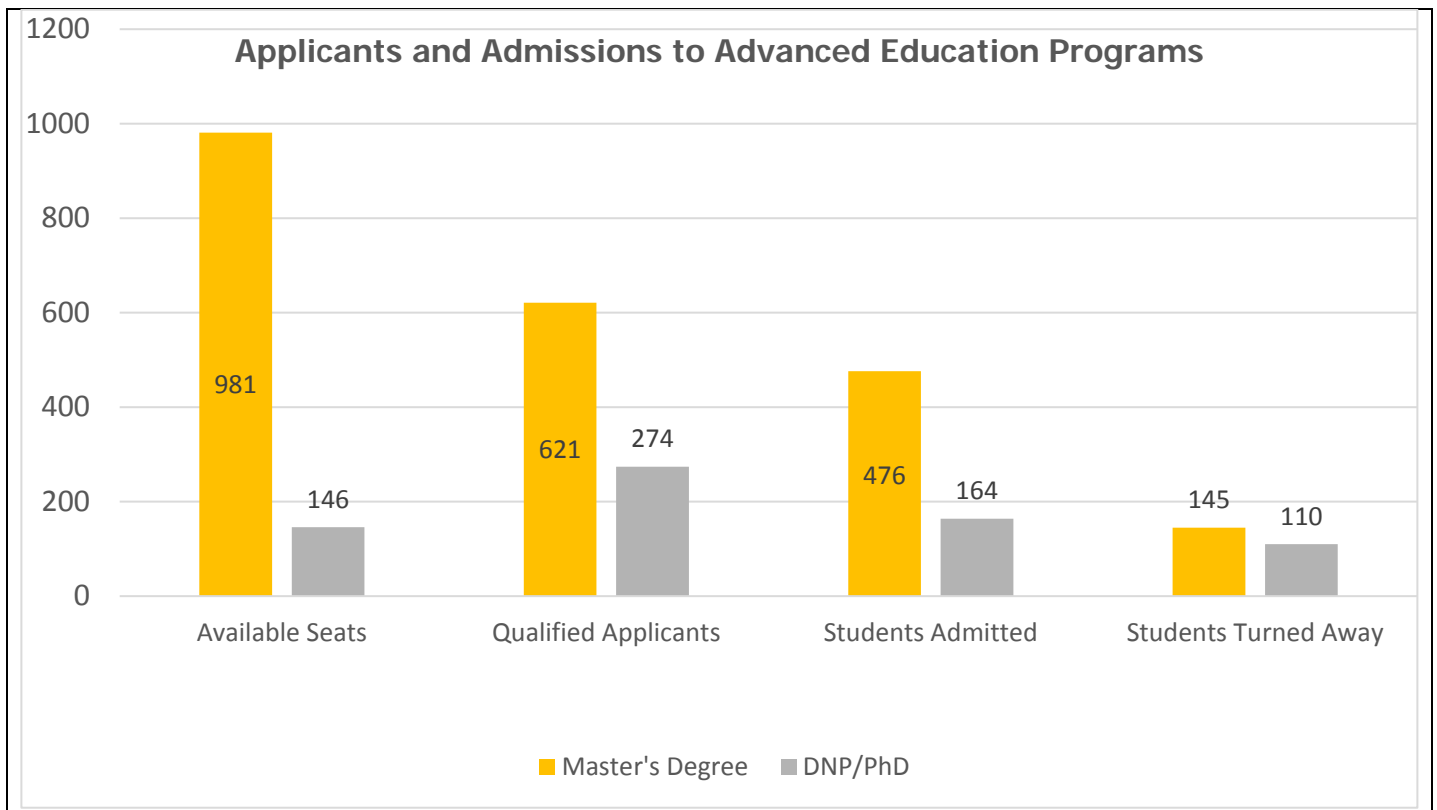
- Master’s programs
- Doctorate programs

Capacity in Nursing Programs: Academic Year 2016-2017					
	LPN Certificate Programs	Entry level RN Programs			Post-Entry RN to BSN Programs
		Associate Degree Programs	BSN Traditional Programs	BSN Accelerated Programs	
<b>Total # of entry-level programs</b>	17	15	13	3	12
<b>Total # of qualified applicants</b>	432	1976	1551	661	635
<b>Total # of available seats for new students</b>	322	1661	1339	232*	1354
<b>Total # of new students admitted</b>	313	1757	1250	304*	592
<b>Total # of qualified applicants turned away</b>	119	219	301	357	43
<b>Total capacity filled in 2016-2017</b>	97%	105%**	93%	131%**	44%

\*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.

\*\* Note: Capacity was exceeded in ADN and BSN Accelerated programs, reflecting admitting more students than available seats.

In the 2016-2017 academic year, of all entry level nursing education capacity was filled. This was calculated by dividing the total number of new students admitted by the total number of seats available.



Related statistics:

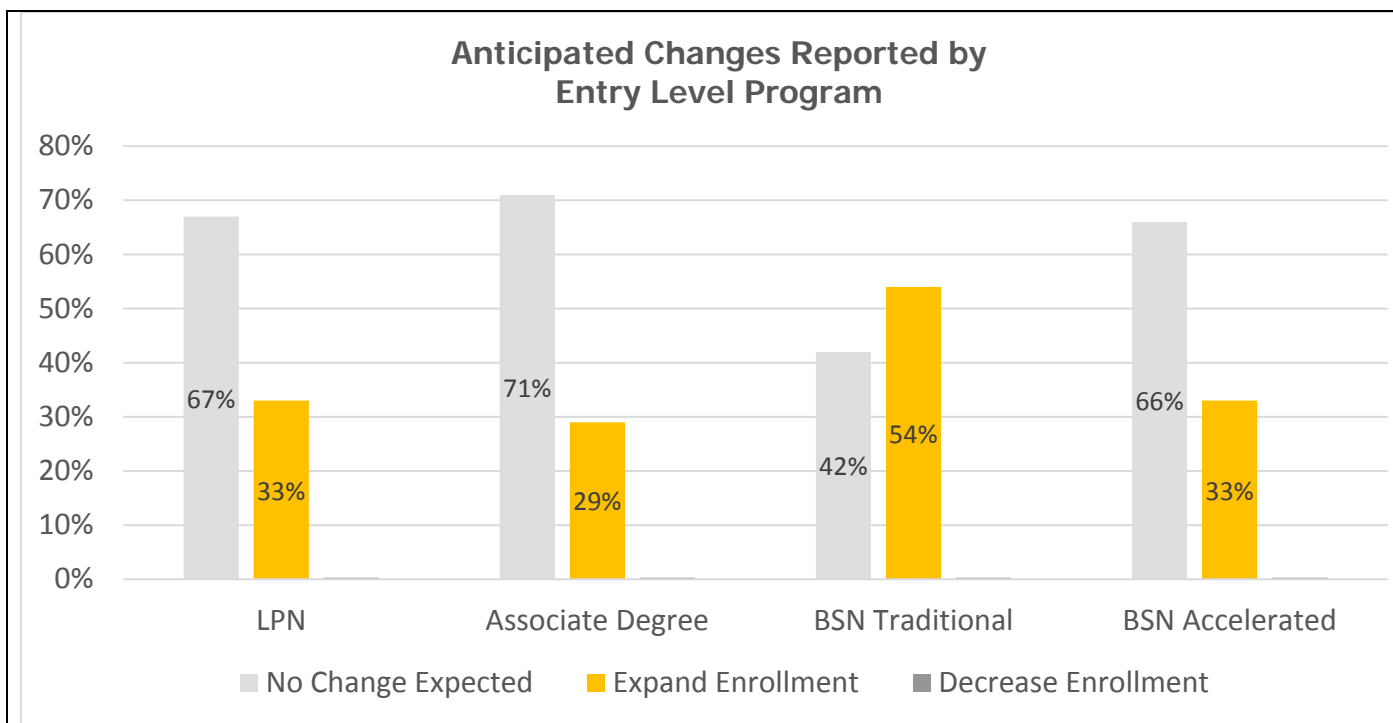
- 30% ( $n = 42$ ) of all nursing programs (entry level and advanced) that reported turned away one or more qualified applicants
- 5% ( $n = 42$ ) of all nursing programs that reported admitted all qualified applicants
- 20% ( $n=1$ ) of nursing programs admitted more students than they initially identified 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 students<sup>1</sup> with the result that they are free to admit more new students than they may have initially planned for.

<sup>1</sup> Advanced education programs are not regulated by the South Carolina 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.

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.

Types of Nurses and Degree Levels		First year enrollees in 2016-2017	Completions in 2016-2017
<b>Licensed Practical Nurses</b>		325	212
<b>Registered Nurses</b>	Associate Degrees	1,462	923
	Baccalaureate Degrees	1,287	969
	RN to BSN	1	-
	Master’s Degrees	499	159
	Doctorate – Nursing Practice	135	170
	Doctorate - PhD	17	13



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 2016-2017 academic year. Additional programs may be in the planning stages in schools that did not have an active nursing education program in 2016-2017.

**New Programs Planned:**

- 1 accelerated ADN program
- 4 new DNP programs to open (Family Practice, Nursing Administration, Nursing Education, Clinical Nurse Leader)

**Programs Closing:**

- 1 Family Nurse Practitioner program
- 1 Adult Gerontology Primary Care program
- 1 Pediatric Nursing program

## Nursing Education Faculty Characteristics

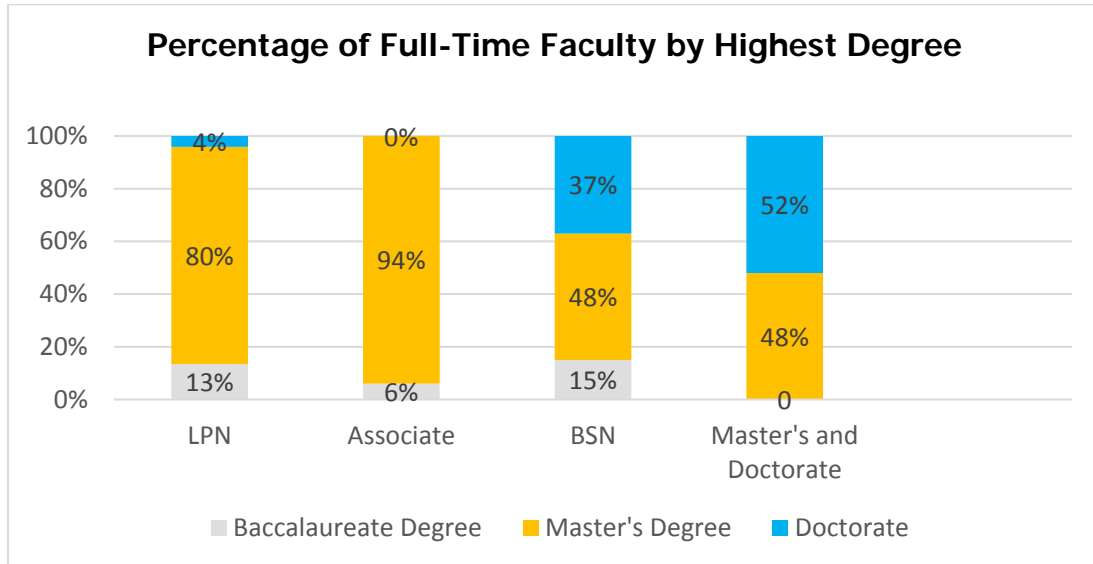
Schools of nursing employ both full and part-time faculty members. Part-time faculty are primarily employed as clinical faculty. Vacancies in full-time faculty positions once the school year starts can create serious problems. We asked schools to report the total number of employed faculty (full and 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 2016-2017 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 2016 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 2016 Fall Census Date				
	LPN Programs	Associate Degree Programs	BSN Degree Programs	Graduate Level Programs
<b>Number of schools reporting</b>	9 (56%)	14 (86%)	14 (100%)	10 (70%)
<b>Overall rate by program type</b>				
<b>Total # of budgeted positions reported</b>	19	279	248	122
<b>Total # of vacant positions reported</b>	0	12	11	13
<b>Full-time position vacancy rate</b>	0%	7%	4%	10.7%
<b>School specific vacancy rates</b>				

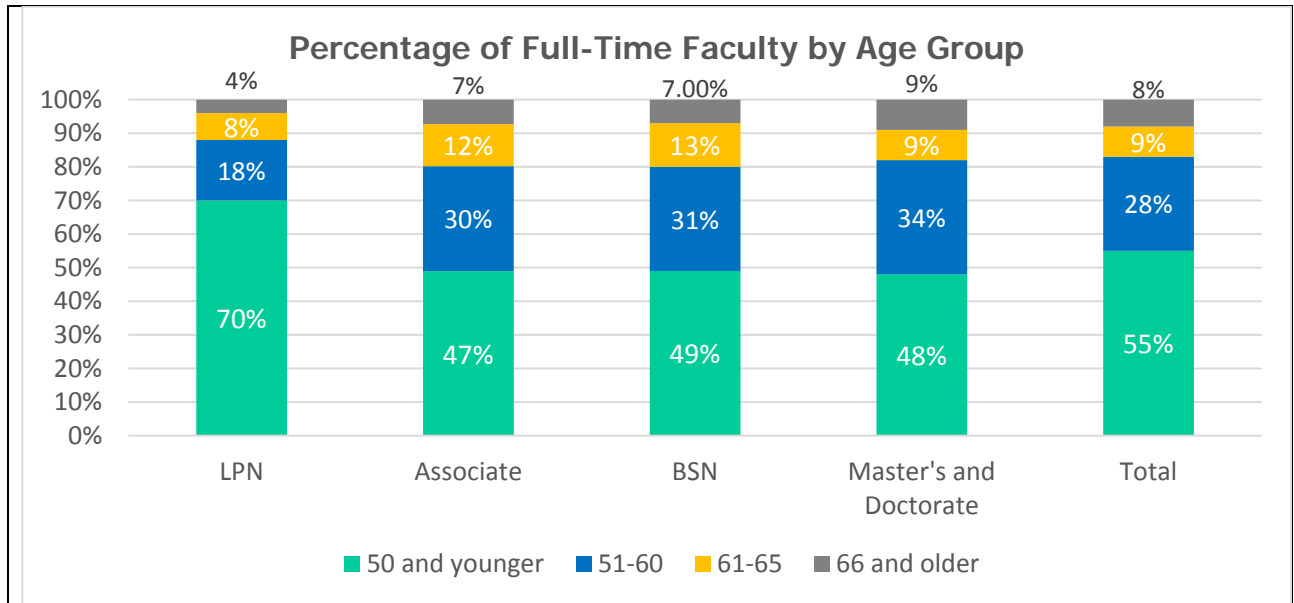
<b>% of schools with no full-time vacancies</b>	9%	50%	43%	50%
<b>Full-time vacancy rate less than 10%</b>	0%	21%	29%	10%
<b>Full-time vacancy rate between 11 - 20%</b>	0%	0.7%	7%	20%
<b>Full-time vacancy rate greater than 20%</b>	0%	14%	0%	20%



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

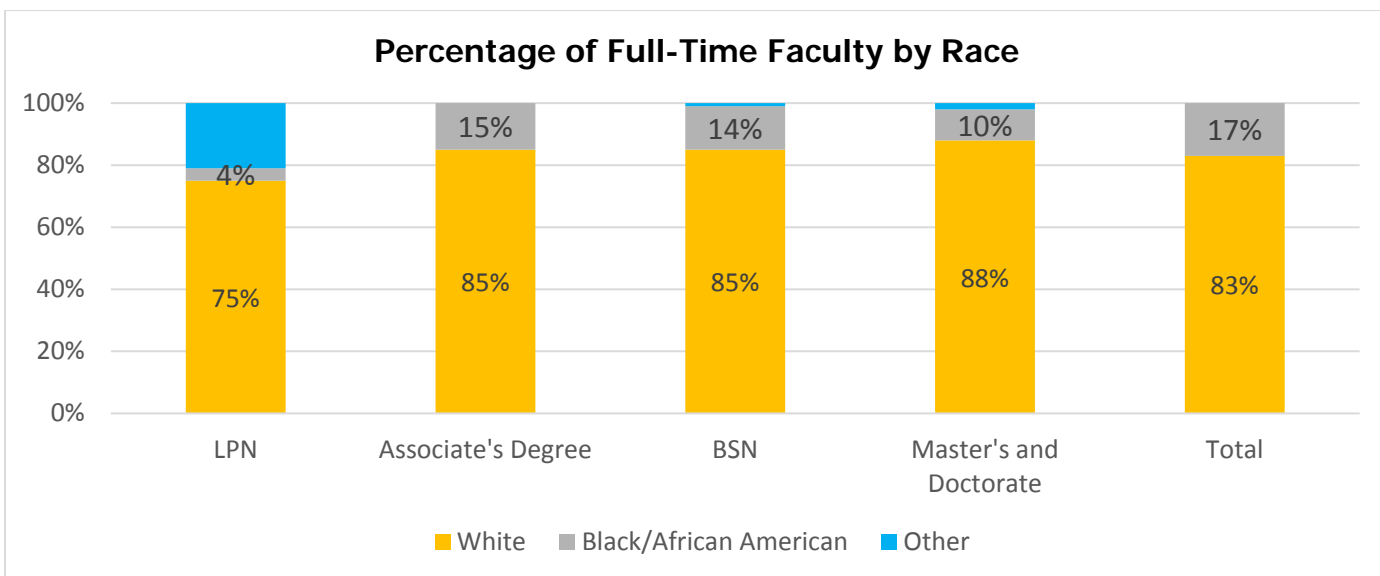




BSN and Graduate Degree programs had the largest proportion of faculty over age 61 (20% and 18% respectively). Even though highly educated women tend to work well into their 60s, nursing education programs should be planning for the loss of knowledge and resources that will occur as older faculty reach retirement.

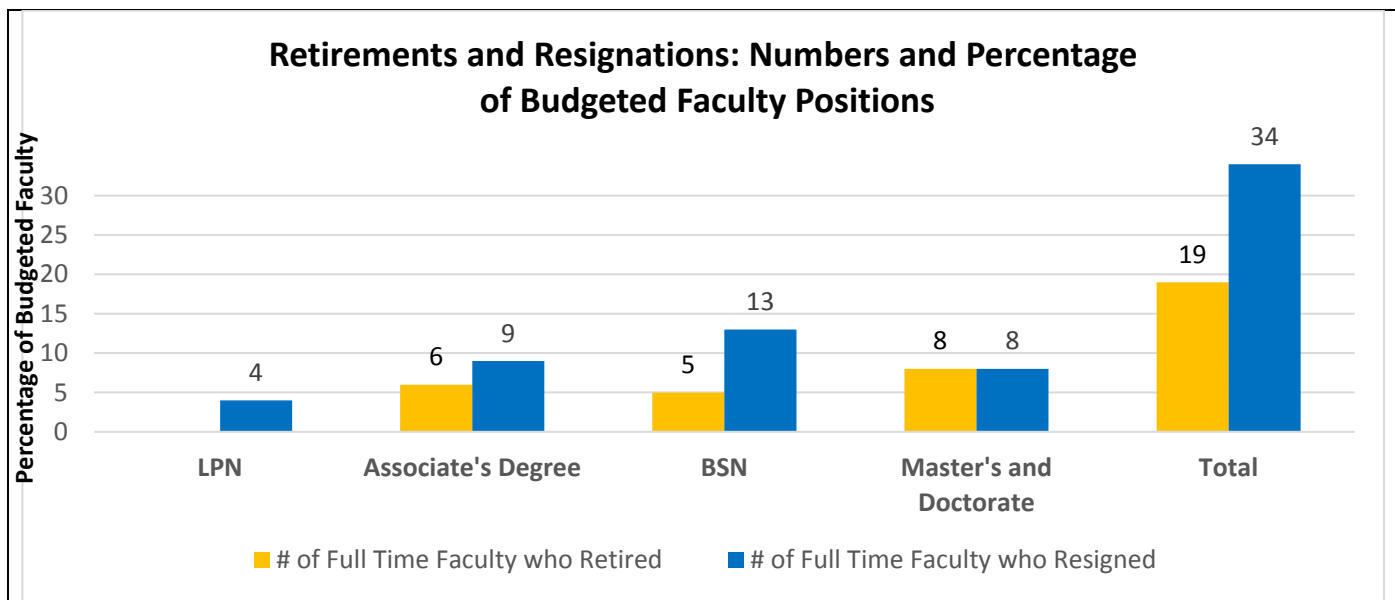
The majority of full-time nursing faculty in all program types are White/Caucasian. Minority full-time faculty range from a total of 4% to 10% depending on program type. Nursing program faculty as a group do not reflect the racial diversity of the population in South Carolina.

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 4% to 6% depending on program type.



## 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 percentage of budgeted full-time positions were affected by faculty retirement and resignation in the 2016-2017 academic year.

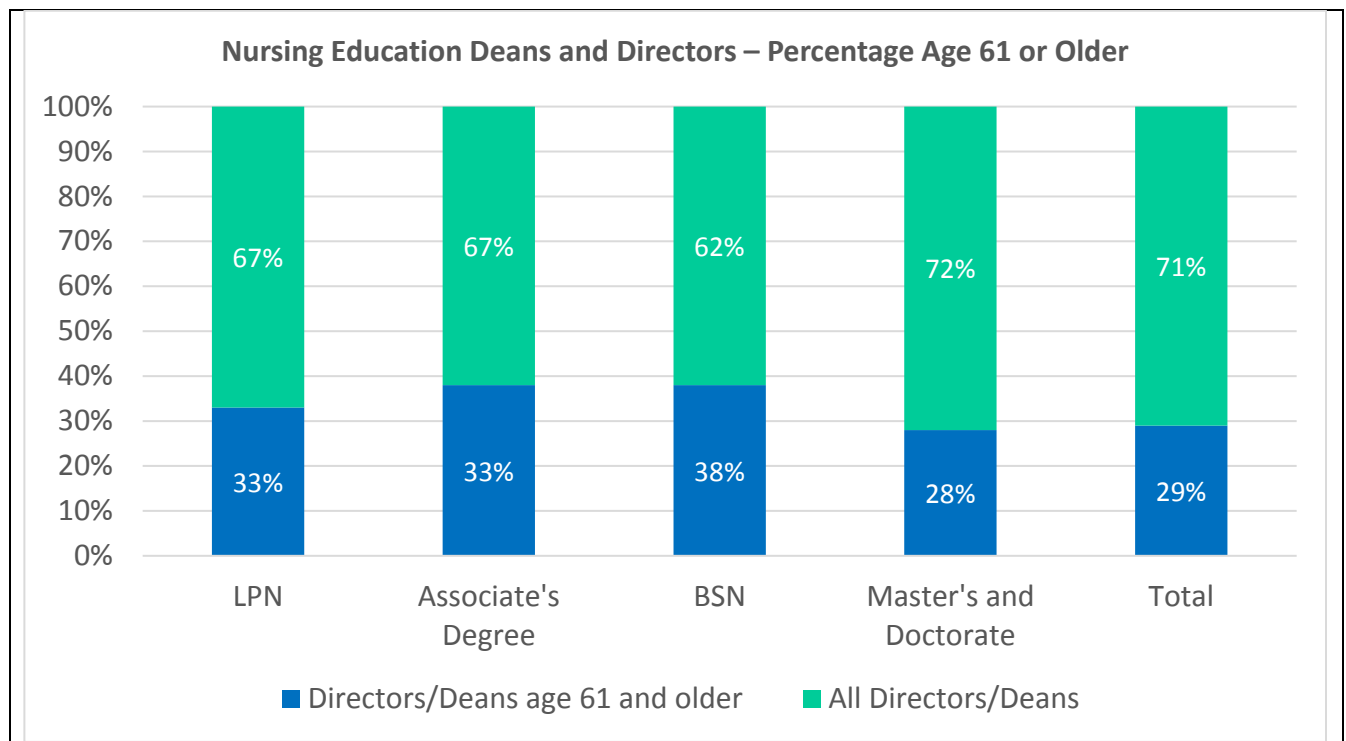


- 38% of nursing schools had faculty retire in the 2016-2017 academic year.
- A total of 16 full-time faculty members retired.
- 3% of all employed full-time faculty left due to retirement.

- 49% of nursing schools had faculty resign in the 2016- 2017 academic year.
- A total of 30 full-time faculty members resigned from their school.
- 5% of all full-time faculty employed in the 2016- 2017 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.



In fact, 20% 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, to avoid the negative consequences that come with a loss of leadership.

# LPN Nursing Education Programs in South Carolina

Academic Year August 2016 – July 2017

During the 2016-2017 academic year 16 Licensed Practical Nurse (LPN) programs were available to students in South Carolina, one of which was based in a high school. One 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.

Eight programs (50%) did not complete the 2016-17 questionnaire, and 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 school had a 10 month program
  - 5 schools had 12 month programs
- 6 schools admitted students into LPN nursing programs in the Fall semester
- No schools admitted students into LPN nursing programs in the Winter semester
- 2 schools admitted students into LPN nursing programs in the Spring semester
- 1 school admitted students into the LPN nursing programs in the Summer semester
- 3 schools admit more than once per year

## LPN Program Characteristics

- There were 16 LPN programs in operation in South Carolina during the 2016-2017 academic year
- Thirty-three percent (33%) of LPN programs responding offered some of the curriculum coursework online, while 66% held all courses in a traditional classroom setting.
- None of the LPN faculty were dedicated exclusively to online course instruction in these programs.
- The only barriers or problems associated with online courses identified by these programs was faculty comfort teaching online.

## Program Capacity and Student Numbers in 2016 - 2017

- A total of 322 seats were available for new LPN students
- A total of 432 qualified applicants applied to LPN programs
- A total of 313 qualified applicants were admitted
- 75% of the state's reported capacity for new LPN students was filled in the 2016-2017 academic year
- A total of 212 students graduated from an LPN program during the 2016-2017 academic year
- 4 programs had more qualified applicants than they could admit.

## Anticipated Changes in South Carolina LPN programs

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

- 33% schools plan to expand enrollment
- 67% schools expect enrollment to remain the same
- No schools are planning new LPN programs in the next three years

## LPN Nursing Faculty Characteristics

### Full-Time Faculty

- A total of 19 full-time LPN faculty were employed as of the 2016 Fall census date
- There were no full-time positions vacant or being actively recruited as of the 2016 Fall census date

### Part-Time Faculty

- There were 16 part-time LPN faculty employed as of the 2016 Fall program census date
- There were zero part-time positions vacant.

## Full Time LPN Faculty Demographics

### Highest Academic Degree

- 32% held a baccalaureate degree in nursing
- 37% held a master's degree in nursing
- 2% held a non – nursing master's degree

- 2% held a DNP degree

## Race / Ethnicity

- 75% were White/Caucasian
- 22% were Black/African American
- 3% American Indian or Alaska native

## Gender

- 96% of full-time LPN faculty were female
- 4% of full-time LPN faculty were male

## LPN Faculty Ages

- 26% were 40 years old or younger
  - 44% were 41 – 50 years old
  - 18% were 51 – 60 years old
  - 8% 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:
    - All were enrolled in a program outside of the state

## Budget Sufficiency

- All LPN programs felt that their budget sufficiently supported their need for part-time and full-time faculty as well as administrative needs.
- One LPN program 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:

- 33% on equipment
- 33% on faculty
- 33% on raises for faculty

## Faculty Retirements

- None of the LPN programs reported any faculty retirements between August 1, 2016, and July 31, 2017.

## Faculty Resignations

- 3 LPN programs reported one or more full-time faculty members' resignation between August 1, 2015 and July 31, 2016.
  - A total of four faculty members resigned during that time.
    - 50% of them held a Baccalaureate Degree in Nursing
    - 50% held a master's degree in Nursing
- Reasons given for resignations were:
  - All (100%) faculty that resigned cited personal reasons (e.g. family responsibilities, relocation, health, etc.)

## LPN Program Director Characteristics

### Tenure

- 17% of LPN Directors have held the position for less than one year
- 33% of Directors have held the position for one to five years
- 50% have held the position for six to ten years

### Gender

- All LPN Directors during the 2016-2017 academic year were female

### Current Job Status

- All LPN program directors were in permanent appointments

### Race

- 50% of Directors were White/Caucasian
- 50% were Black/African American

## LPN Program Director Characteristics continued

### Age Range of Current LPN Program Directors

- 33% were between the ages of 41 – 50
- 33% were between the ages of 51 – 60
- 33% were > 61 years old

## Highest Academic Degree

- 13% held a BSN degree
- 83% of LPN program directors held a master's degree in nursing
- 4% reported having a 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 DNP program
- 7% were enrolled in a non-nursing degree program

## Retirement Plans

- 33% of LPN program directors reported plans to retire within the next three years



# Associate Degree Nursing Education Programs in South Carolina

Academic Year August 2016 – July 2017

During the 2016-2017 academic year 15 colleges in South Carolina offered an associate degree program for registered nurses (RNs). Of those, thirteen (87%) schools completed the survey. These programs are in all regions of the state. Two programs provide an “opt-out” option for students which allows them to leave the program after the first year and sit for the LPN licensing exam (the NCLEX).

## ADN Program Length and Admission Schedules

- The length of ADN programs ranged from 17 months to 48 months
  - 4 (31%) programs had a 24 month curriculum
  - 2 (15%) programs had a 20, 21 month curriculum
  - 1 (8%) programs had a 28 month curriculum
  - 1 (8%) program had 48 months
- 12 (100%) programs admitted students for the Fall semester
- 2 (17%) programs admitted students for the Winter semester
- 10 (83%) programs admitted students for the Spring semester
- 4 (33%) programs admitted students for the Summer semester
- 10 (83%) programs admitted students more than once per year

## ADN Program Characteristics

- 58% of programs offered all classes in a face-to-face format
- 41% of programs offered a blend of both face-to-face courses and online courses
  - Faculty not comfortable with online
  - Helping students learn as an online student and students not having the computer requirements for online courses.
- None of the blended programs hired faculty to teach exclusively online

## ADN Program Capacity and Student Numbers in 2016 -2017 <sup>1</sup>

- Across the 11 programs (two schools did not complete the question), a total of 1,661 seats were available to new RN students during the 2016-2017 academic year
- A total of 1,976 qualified applicants applied to ADN programs in that year
- A total of 1,757 qualified applicants were admitted (three schools did not complete this question)
- 105% of the available capacity for new ADN students was filled during that year
- A total of 923 students graduated from an ADN program in the 2016-2017 academic year
- 53% of ADN programs had more qualified applicants than they could admit
- A total of 219 qualified applicants were not admitted.
- The reasons for turning students away are as follows:
  - 73% reported a lack of approved seats/positions for new students
  - 73% cited the limitation of clinical training sites for students
  - 36% reported insufficient funds available to hire faculty
  - 215% 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
  - 4 programs (33%) required LPNs to complete 8-10 months of the ADN curriculum
  - 2 programs (17%) required LPNs to complete 12 months
  - 1 program (8%) required LPNs to complete 13 months
  - 1 program (8%) required LPNs to complete 18 months
  - 1 program (8%) required LPNs to complete 24 months
  - 1 program (8%) required LPNs to complete 48 months
- A total of 196 licensed LPNs were admitted to ADN programs in the 2016-2017 academic year.
- Of the 1,051 ADN program graduates in 2016-2017, 150 (14%) were previously licensed as LPNs.

## Anticipated Changes in South Carolina ADN Programs

- 1 program anticipates starting an Accelerated ADN program within the next three years
- 4 (31%) plan to expand enrollments
- 8 (62%) of programs expect no change in enrollments over the next three years
- 1 (7%) expects a decrease in enrollment

## Associate Degree Nursing Faculty Characteristics

### Full Time Faculty

- A total of 156 full-time faculty were employed as of the 2016 Fall census date
- There were 12 full-time positions vacant and being recruited as of the 2016 Fall census date
- 6 programs 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 7%

### Part Time Faculty

- A total of 123 part-time faculty were employed as of the 2016 Fall census date
- There were 0 vacancies for part-time positions

## Full Time ADN Faculty Demographics

### Faculty Race

- 85% were White/Caucasian
- 15% were Black/African American
- 0.06% were Asian

### Faculty Education

- 146 (94%) held a master's degree in Nursing
- No programs held a non-nursing doctorate degree
- 4 (2%) held a PhD degree in Nursing
- 3 (2%) held a DNP degree
- 2 (1%) held a non-nursing doctoral degree

### Faculty Gender

- 99% were female
- 1% were male

### Faculty Age

- 29 (19%) were age 40 or younger
- 44 (28%) were ages 41 to 50
- 47 (30%) were ages 51 to 60
- 18 (12%) were ages 61 to 65
- 5 (5%) were ages 66 to 70

- 3 (2%) were age 71 or older

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

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

## Budget Sufficiency

- 8% of programs felt that their budget did not sufficiently support their need for administrative support
- 23% of programs felt that their budget did not sufficiently support their need for full-time faculty
- 8% 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:

- 44% on equipment
- 25% on full time faculty
- 44% on a simulation coordinator, technician and support personnel
- 11% on increasing faculty salaries

## Full Time Faculty Retirements

- Three programs (23%) reported having one or more full time faculty members retire between August 1, 2016 and July 30, 2017
  - A total of six full-time ADN program faculty retired
  - Five retirees were between the ages of 61 to 65
  - One retiree was between the age of 66 to 70
  - Six retirees held a master's of nursing degree as their highest degree and one DNP, and one other doctoral degree

## Full Time Faculty Resignations

- Four programs (71%) reported one or more full-time faculty resigned between August 1, 2016 and July 30, 2017
  - A total of nine full-time ADN program faculty resigned during that period
    - 6 (55%) of the resigning faculty members had a master's degree in nursing
    - 1 (11%) had a DNP degree
    - 1 (11%) had a non-nursing doctoral degree
- The following reasons were given for the resignations:
  - 22% resigned for personal reasons (e.g. family responsibilities, relocation, health, etc.)
  - 22% resigned for career advancement in another academic setting
  - 22% resigned for career advancement in a clinical setting
  - 22% resigned due to workload
  - 11% resigned for other reasons

## ADN Program Director Characteristics

### Tenure

- 70% of ADN program directors had been in their position for 1 to 5 years at the time of the survey
- 30% of Directors have been in the director position for 6 to 10 years
- No director had been in their position less than one year

### Current Job Status

- All directors are permanent in their position

### Age Range of ADN Program Directors

- 0% were age 40 or younger 23% were between the ages of 41 - 50
- 38% were between the ages of 51 - 60
- 15% were between the ages of 61 – 65
- 7% were between the ages of 66-70 11% were age 71 or older

### Race

- 69% of Directors were White/ Caucasian
- 33% were Black/African American

- One unknown

## Gender

- All ADN directors were female.

## Retirement plans

- 38% of ADN program directors in place at the time of the survey were planning to retire within three years

## Highest Academic Degree

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

- 69% with a master's degree in nursing
- 8% DNP
- 15% had a non-nursing PhD

## Graduate Degree Program Enrollment

The majority of Directors (93%) were not enrolled in any graduate degree program

- 7% of program directors were enrolled in a DNP degree program

# Baccalaureate Nursing Education Programs in South Carolina

Academic Year August 2016 – July 2017

During the 2016-2017 academic year, 14 colleges and universities in South Carolina offered a baccalaureate degree in nursing (BSN) for registered nurses. Twelve schools offered a traditional pre-licensure (entry-level) program and three schools offered an accelerated entry-level program for those who already hold a baccalaureate degree in a field other than nursing and want to become a registered nurse. Thirteen schools offered a post-licensure RN-to-BSN program that allows RNs already licensed and in practice to expand their nursing education. The characteristics of each 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 the other questions 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 13 traditional pre-licensure BSN programs in operation in South Carolina during the 2016-2017 academic year.

### Admission Schedules

- 11 (92%) BSN programs admitted students in the Fall term
- 9 (75%) 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

- 61% offered all courses in face-to-face format
- 38% offered a blend of courses: online and face-to-face

### Program Capacity and Student Numbers

- A total of 1,339 seats were available for new students in 2016-2017
- A total of 1,551 qualified applicants applied to the traditional pre-licensure BSN programs
- A total of 1,250 qualified applicants were admitted to pre-licensure BSN programs

- 93% of overall entry-level capacity in these programs was filled in 2016-2017
- Five programs had more qualified applicants than could be accommodated. The reasons for turning students away were as follows:
  - 31% cited the limitation of clinical training sites for students
  - 15% cited the inability to fill faculty vacancies
  - 23% reported a lack of approved seats/positions for new students
  - 38% cited lack of classroom space
  - 15% reported insufficient funds to hire faculty
- A total of 1180 students graduated from a traditional pre-licensure BSN program between August 2016 and July 2017.

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

Three schools offered an Accelerated or 2<sup>nd</sup> Degree pre-licensure BSN program between August 1, 2016 and July 30, 2017.

### Admission Schedule

- 1 (33%) program admitted in Fall and Spring
- 2 (67%) programs admitted students in the Fall term

### Program Structure

- 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

- 232 seats for new students were available between August 1, 2016 and July 30, 2017
- 661 qualified applicants applied to the accelerated programs
- 304 applicants were admitted
- 96% of capacity for new students was filled in these programs
- Two 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
  - 50% approved seats
- 207 students graduated from an accelerated or 2<sup>nd</sup> degree pre-licensure BSN program



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

Twelve schools offered a post-licensure BSN program between August 1, 2016 and July 30, 2017.

### Admission Schedule

- 12 (92%) Post-licensure BSN programs admitted students in the Fall term
- 7 (58%) Post-licensure BSN programs admitted students in the Spring term
- 7 (58) Post-licensure BSN programs admitted students in the Summer term
- 4 (33%) Post-licensure BSN programs admitted students in the Winter term

### RN-to-BSN Program Structure

- 8% of programs offered all their courses in a face-to-face format
- 25% of programs offered a blend of on-line and face-to-face courses
- 66% of programs offered all courses exclusively online

### Program Capacity and Student Numbers

Four programs reported having an unlimited number of seats available for new students. In these cases, we limited the seat count to 200 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 1,354 seats available for new RN-to-BSN students
- A total of 635 qualified applicants applied to RN-to-BSN programs in the 2016-2017 academic year
- A total of 592 qualified applicants were admitted in the 2016-2017 academic year
- The size of these programs varied greatly:
  - One program admitted only five students in 2016-2017
  - The largest program admitted 230 students
- A total of 43 qualified applicants were turned away from RN-to-BSN programs in 2016-2017. Reasons for not accepting all qualified students were not provided.

## Anticipated changes in South Carolina BSN programs

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

	Pre-Licensure BSN (n=12)	2 <sup>nd</sup> Degree/ Accelerated BSN (n=3)	Post-licensure BSN (n=14)
<b>No Change expected</b>	46%	67%	29%
<b>Expand Enrollments</b>	54%	33%	57%
<b>Decrease Enrollments</b>	0%	0%	7%
<b>Close the program</b>	0%	0%	7%
<b>Total</b>	100%	100%	100%

## Budget Sufficiency

- 7% of programs felt that their budget did not sufficiently support their need for full-time faculty
- 8% 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:

- 15% would buy simulation equipment
- 29% would spend the money on more full-time faculty
- 7% would increase faculty salaries

## BSN Nursing Faculty Characteristics

A total of three BSN faculty taught classes exclusively online during the 2016-2017 academic year.

### Full Time Faculty

- There were 248 BSN faculty positions budgeted in the 2016-2017 academic year
- There were 237 BSN faculty employed
- There were 11 positions vacant and being recruited as of the Fall semester census date
- 54% reported no vacancies, 23% reported one vacancy, another reported a 6% vacancy (3 of 51), and one reported a 14% vacancy (6 of 42)

## Full Time BSN Faculty Demographics

### Faculty Age

- 69 (28%) were age 40 or younger
- 51 (21%) were between the ages 41 to 50
- 75 (31%) were between the ages 51 to 60
- 31 (13%) were between the ages 61 to 65
- 16 (6%) were between the ages 66 to 70
- Six (2%) were age 71 or older

### Faculty Race

- 85% were White/Caucasian
- 14% were Black/African American
- Four full-time faculty were of Hispanic, Latino or Spanish origin
- Two faculty were of Asian origin
- Two faculty were multi-racial

### Faculty Education

- 151 (62%) faculty held a master's degree in nursing as their highest degree
- 47 (19%) faculty held a PhD degree in nursing
- 53 (22%) faculty held a DNP degree
- 2 (0.08%) faculty held a non-nursing doctorate degree
- 51 (21 %) faculty held a baccalaureate degree in nursing
- 6 (2%) held a non-nursing master's degree
- 16 (6%) 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:

- 25 were enrolled in a South Carolina graduate degree program
- 21 were enrolled in programs outside the state of South Carolina

## Faculty Retirements

Four schools (31%) reported retirements among full-time BSN faculty between August 1, 2016 and July 31, 2017.

- A total of five full-time faculty members retired during that time.

### Age of Retirees

- 0% were between the ages 51 to 60
- 40% were between the ages 61 to 65
- 60% were between the ages 66 to 70

### Retiree Education Levels

- 40% of faculty retirees held a master's of nursing
- 40% of faculty retirees held a PhD in nursing
- 20% of faculty retirees held some other type of doctorate

## Faculty Resignations

Twelve schools (92%) reported resignations among full-time BSN faculty between August 1, 2016 and July 31, 2017.

A total of 13 full-time BSN faculty members resigned during that time.

- 15% held a master's degree in nursing
- 69% held a PhD in nursing
- 15% held a DNP degree

The following reasons were given for the resignations:

- 46% cited career advancement opportunities
- 23% cited travel distance
- 31% cited personal reasons
- 23% resigned due to other unnamed reasons/resigned for unknown reasons
- 33% cited increased monetary rewards in another setting
- 31% resigned due to workload

## BSN Program Dean Characteristics

### Tenure

- 8% of BSN Deans have been in their position less than one year
- 77% have been in their position for one to five years
- 8% have been in their position for six to years
- 8% of Deans have held their position for 11 to 15 years

### 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

### Race

- 85% of Deans were White/Caucasian
- 15% of Deans were Black/African American

### Gender

- All BSN Deans during the 2016-2017 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
- 46% of Deans were between the ages of 51 - 60
- 23% of Deans were between the ages of 61 - 65
- 15% of Deans were between the ages of 66 – 70

### Highest Academic Degree

- 38% of Deans held a PhD in nursing
- 23% of Deans held a DNP
- 30% of Deans held a non-nursing PhD
- 7% of Deans held a master’s degree in nursing
- One BSN Dean reported being enrolled in a PhD program at the time of the survey

### Plans for Retirement

- 23% 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 2016 – July 2017

During the 2016-2017 academic year, nine Colleges of Nursing in South Carolina offered master's and/or doctorate degree programs which included a total of eight different types of master's degree programs. Three schools offer a DNP program and a PhD in nursing program. The types of master's programs that reported admitting new students in the 2016-2017 academic year included:

- Family Nurse Practitioner (4 programs)
- Adult Gerontology Acute Care Nurse Practitioner (1 program)
- Adult Gerontology Primary Care Nurse Practitioner (1 program)
- Nursing Administration (2 programs)
- Nursing Education (2 programs)
- Pediatric Nurse Practitioner (1 program)
- Psychiatric Mental Health Nurse Practitioner (2 programs)
- Clinical Nurse Leader (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. 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 number of intended seats.

All programs that responded to the survey 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

- 7 (100%) schools admitted students in the Fall
- No schools admitted students in the Winter
- 4 (57%) schools admitted students in the Spring
- 1 (14%) school admitted students in the Summer

- Four schools admitted students more than once per year

## Nursing Graduate Programs Capacity and Student Numbers in 2016 – 2017

### Family Nurse Practitioner (FNP)

- There were four FNP programs in operation in the 2016-2017 academic year
  - One offered all courses in a face-to-face format, one offered all courses online, and three offered a blend of face-to-face and online courses
- There were 281 seats intended for incoming students
- A total of 353 qualified applicants applied to the programs
- 245 qualified applicants were admitted
- A total of 82 students graduated from FNP programs in the 2016-2017 academic year

### Adult Gerontology Acute Care Nurse Practitioner

- There was one Adult Gerontology Acute Care program in operation in the 2016-2017 academic year
  - Coursework in this program was a blend of face-to-face and online
- There were 200 seats intended for incoming students
- 42 qualified applicants applied to the program
- 42 qualified applicants were accepted to the program
- A total of 23 students graduated from the FNP Adult Gerontology Acute Care program in the 2016-2017 academic year

### Adult Gerontology Primary Care Nurse Practitioner

- There was one Adult Gerontology Primary Care programs in operation in the 2016-2017 academic year
  - This program offered all courses in a face-to-face format and offered all courses online
- There were five seats intended for new students
- A total of four qualified applicants applied to the programs
- A total of two applicants were admitted
- A total of three students graduated from the Adult Gerontology Primary Care programs in the 2016-2017 academic year

### Nursing Administration

- There were three Nursing Administration programs in operation in the 2016-2017 academic year
  - One offered all courses in a face-to-face format and two offered all courses online
- There were 207 seats intended for new students
- A total of 102 qualified applicants applied to the programs
- A total of 106 qualified applicants were admitted
- 21 students graduated from a Nursing Administration program in the 2016-2017 academic year

## Nursing Education

- There were two Nursing Education programs in operation in the 2016-2017 academic year
  - 67% offered all courses online; 33% offered all coursework in a face-to-face format
- There were 38 seats intended for new students
- A total of 12 qualified applicants applied to the programs
- A total of 12 qualified applicants were admitted
- A total of 14 students graduated from the Nursing Education programs in the 2016-2017 academic year

## Pediatric Nurse Practitioner

- There was one Pediatric Nurse Practitioner program in operation in the 2016-2017 academic year
  - All coursework in this program was offered online
- There were 5 seats intended for new students
- 11 qualified applicants applied to the program
- Two qualified applicants were admitted
- A total of 3 students graduated from the Pediatric Nurse Practitioner program in the 2016-2017 academic year

## Psychiatric Mental Health Nurse Practitioner

- There were two Psychiatric Mental Health Nurse Practitioner nursing program in operation in the 2016-2017 year
  - Coursework in this program was a blend of face-to-face and online
- There were 200 seats intended for new students
- 59 qualified applicants applied to the program
- 30 qualified applicants were admitted
- There were five graduates from the Psychiatric Mental Health Nurse Practitioner program as it was a new program in the 2016-2017 academic year

## Clinical Nurse Leader

- There were two Clinical Nurse Leader programs in operation during the 2016-2017 academic year
  - One offered all coursework online; one offered a blend of online and face-to-face
- There were 45 seats intended for new students
- A total of 38 qualified applicants applied to the programs
- A total of 37 qualified applicants were admitted
- A total of eight students graduated from Clinical Nurse Leader programs in the 2016-2017 academic year

## Doctorate of Nursing Practice (DNP)

- There were three DNP programs in operation in the 2016-2017 academic year
- There were 121 seats intended for new students



- A total of 245 qualified applicants applied to the programs
- A total of 147 qualified applicants were admitted
- A total of 170 students graduated from DNP programs during the 2016-2017 academic year

### Doctor of Philosophy (PhD) in Nursing Science

- There were two PhD in nursing science programs in operation in the 2016-2017 academic year
  - One offered all coursework online; one offered only face-to-face classes
- A total of 29 qualified applicants applied to the programs
- A total of 17 qualified applicants were admitted
- A total of 13 students graduated from PhD in nursing programs in the 2016-2017 academic year

The reasons applicants were turned away

- Inability to hire faculty
- Inability to match student and faculty expertise
- The limited number of clinical sites

## 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 2016-2017	# No change anticipated	# Plan to expand the existing program	# Opening a new program	# Planning to Close
Family Nurse Practitioner	4	3	-	1	1
Adult Gerontology Acute Care Nurse Practitioner	1	1	-	-	-
Adult Gerontology Primary Care	1	1	-	-	1
Nurse Administration	2	2	-	1	-
Nursing Education	2	2	-	1	-
Pediatric Nurse Practitioner	1	1	-	-	1
Psychiatric Mental Health Nurse Practitioner	2	2	2	1	-
Clinical Nurse Leader	2	1	1	-	-
Doctorate of Nursing Practice (DNP)	3	1	2	1	-
Doctor of Philosophy in Nursing Science (PhD)	2	1	1	1	-

In addition to the programs in existence in the 2016-2017 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:

- One Doctor of Nursing Practice - for Advanced Practice Nurses, Nurse Practitioners and Certified Nurse Specialists
- One Post Graduate Certificate - Family Nurse Practitioner concentration

## Budget Sufficiency

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

- 42% of programs felt that their budget did not sufficiently support their need for administrative support
- 16% of programs felt that their budget did not sufficiently support their need for equipment
- No programs felt that their budget did not sufficiently support their need for full-time faculty
- No 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:

- Updated simulation equipment
- Full time faculty
- Increasing faculty salaries
- Administrative support
- Marketing supplies

## Nursing Graduate Degree Faculty Characteristics

- Two programs have faculty that teach courses exclusively online
- A total of seven faculty taught online courses exclusively during the 2016-2017 academic year

### Full-Time Faculty

- There were 163 full-time faculty employed as of 2016 Fall census date

## Full-Time Faculty Demographics

### Faculty Race

- 88% were White/Caucasian
- 10% were Black/African American
- 2% Hispanic
- 1% were Multi Racial
- 1% were unknown

### Faculty Education

- 50 (31%) held a PhD in nursing
- 41 (25%) held a DNP degree
- 18 (11%) held a non-nursing doctorate degree
- 45 (58%) held a master's degree in nursing as their highest degree
- 7 (4%) held a non-nursing master's degree
- 2 (1%) held some other doctorate in nursing

### Faculty Gender

- 97% were female
- 3% were male

### Faculty Age

- 38 (23%) were age 40 or younger
- 41 (25%) were ages 41 to 50
- 58(35%) were ages 51 to 60
- 15 (9%) were ages 61 to 65
- 13 (8%) were ages 66 to 70
- 4 (2%) were age 71 or older

A total of 18 graduate degree faculty members were enrolled in a graduate degree program at the time of the survey:

- 13 were enrolled in a South Carolina graduate degree program
- Five 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, 2016 and July 30, 2017.

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

### Age of Retirees

- 33% of retirees were between the ages 61 to 65
- 66% of retirees were between the ages 66 to 70

### Retiree Education Level

- 33% of full-time retirees held a doctorate in nursing
- 67% of full-time retirees held a PhD in nursing

## Faculty Resignations

Three schools with graduate degree programs reported full-time faculty resignations between August 1, 2016 and July 31, 2017.

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

### Highest Academic Credential of Faculty Who Resigned

- 80% of resigning full-time faculty members held a PhD in nursing
- 20% of resigning full-time faculty members held a DNP degree

### Primary Reasons for Resigning

- 40% cited increased monetary rewards in another setting
- 40% cited personal reasons (e.g. family responsibilities, health, relocation, etc.)
- 20% cited workload

## Nursing Graduate Degree Program Dean Characteristics

### Tenure

- 86% of Deans have held their position for one to five years
- 14% of Deans have held their position for 11 to 15 years

## Current Job Status

- 100% of Deans had a job status of “permanent”

## Race

- 80% of Deans were White/Caucasian
- 20% of Deans were Black/African American

## Gender

- 100% of Deans were female

## Age

- 14% of Deans were age 40 or younger
- 14% of Deans were age 41 to 50
- 43% of Deans were age 51 to 60
- 14% of Deans were age 61 to 65
- 14% of Deans were age 66 to 70

## Education Level

- 14% of Deans held a DNP degree
- 43% of Deans held a PhD in nursing
- 43% of Deans held a non-nursing PhD

## Retirement Plans

- Two (40%) Deans reported plans to retire within the next three years

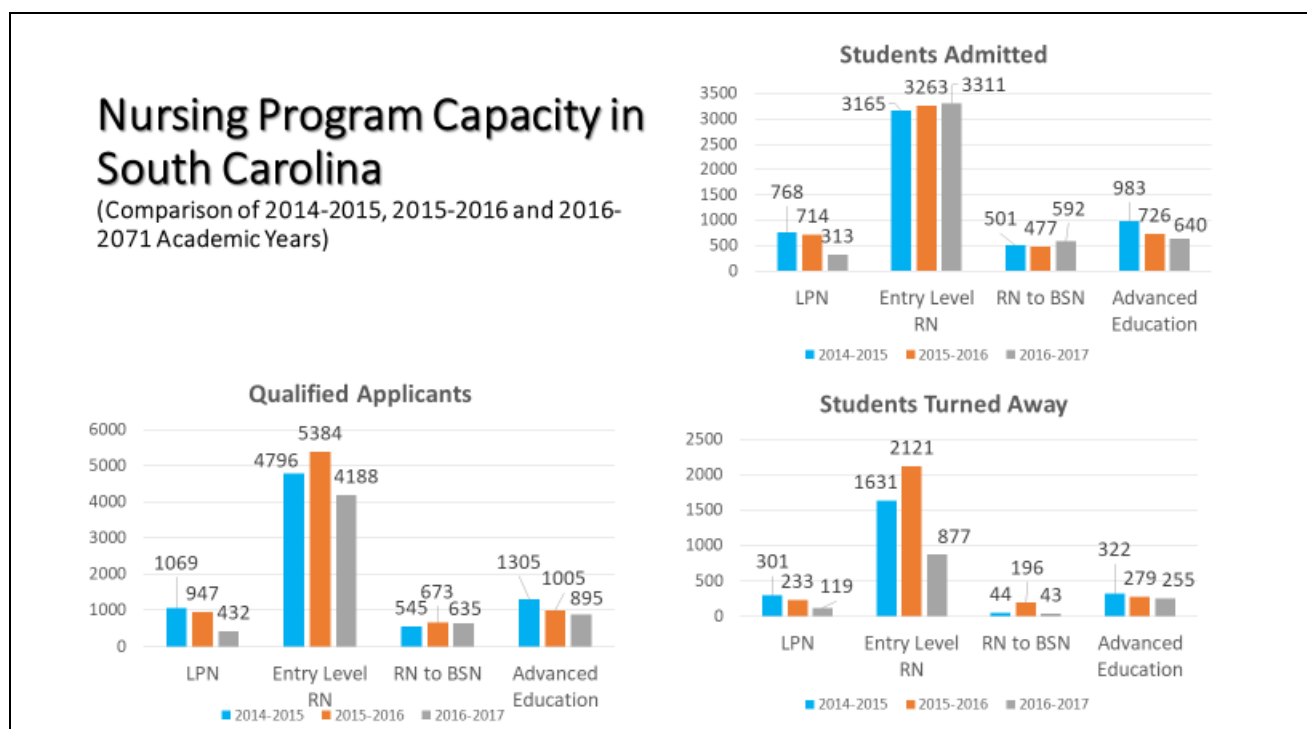
# Comparison Report - Nursing Education Programs in South Carolina

Academic Years 2014-2015, 2015-2016, 2016-2017

Information reported by South Carolina’s colleges’ and universities’ nursing education programs were compared across three academic years. In doing so, several trends emerged.

The demand for entry level RN education continues to be high, and there continues to be growth in the number of students admitted to these programs. Yet many qualified students are not admitted due to limitations in the availability of sites for clinical training. During the most recent academic year, this trend slowed to more than half of what was experienced in the preceding year.

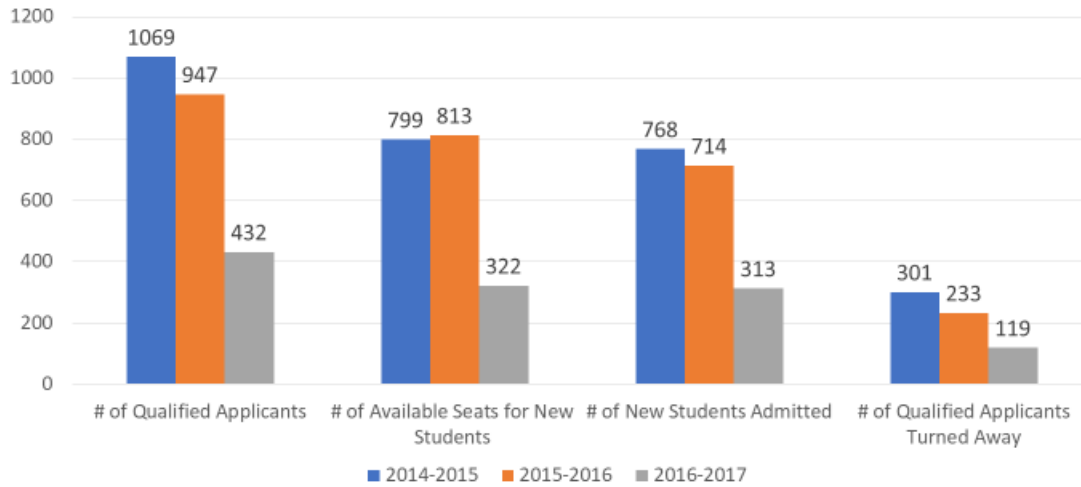
The number of nurses seeking advanced education continues to slowly decrease.



The number of students applying for LPN, associate’s and BSN traditional, and BSN accelerated programs continues to increase. Among each program, the number newly admitted students fill almost every available seat.

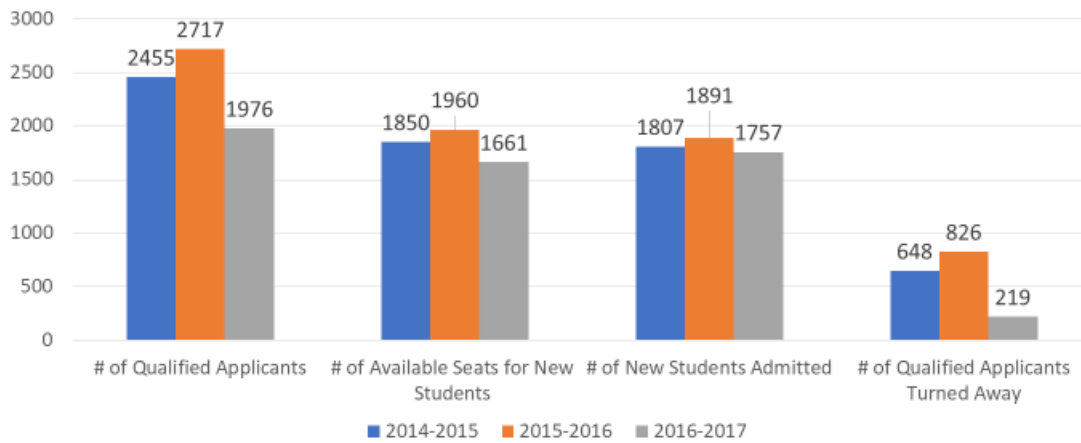
## Capacity in Entry Level Nursing Programs – LPN Certificate

(Comparison of 2014-2015, 2015-2016 and 2016-2017 Academic Years)



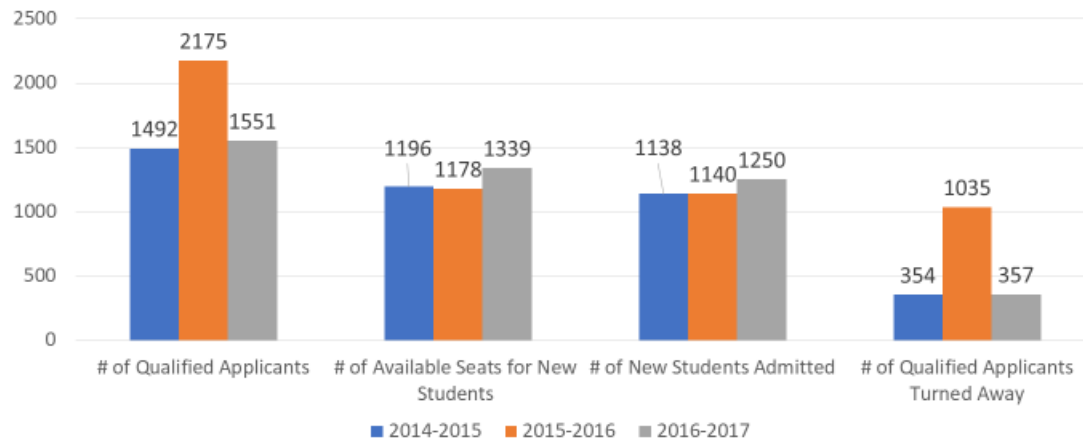
## Capacity in Entry Level Nursing Programs – Associate’s Degree

(Comparison of 2014-2015, 2015-2016 and 2016-2017 Academic Years)



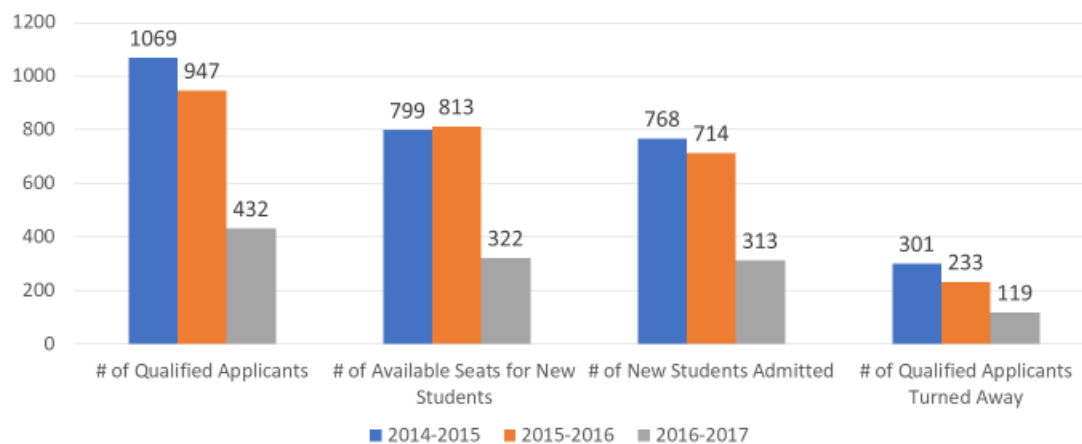
## Capacity in Entry Level Nursing Programs – BSN Traditional

(Comparison of 2014-2015, 2015-2016 and 2016-2017 Academic Years)



## Capacity in Entry Level Nursing Programs – BSN Accelerated

(Comparison of 2014-2015, 2015-2016 and 2016-2017 Academic Years)

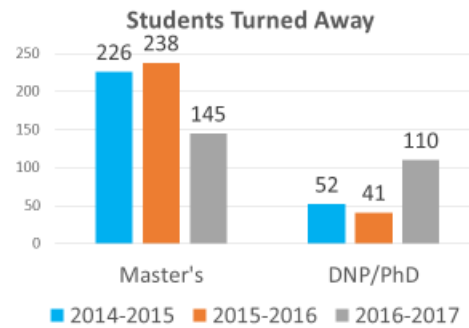
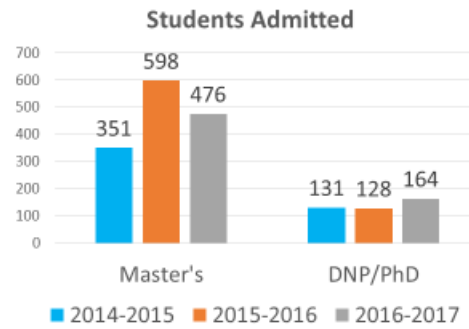
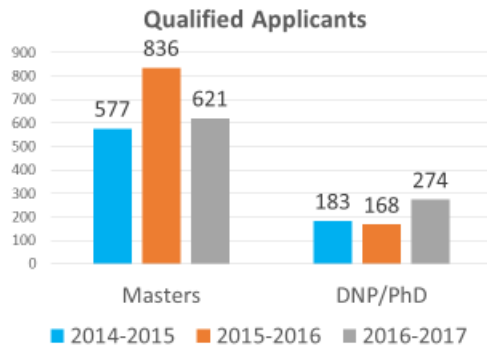


The overall number of graduates from the different types of nursing programs has increased, particularly among LPN, associate’s and BSN programs. The number of students seeking master’s degrees (such as those leading to certification as a nurse practitioner), significantly decreased during the 2016-2017 academic year, compared to the previous year.



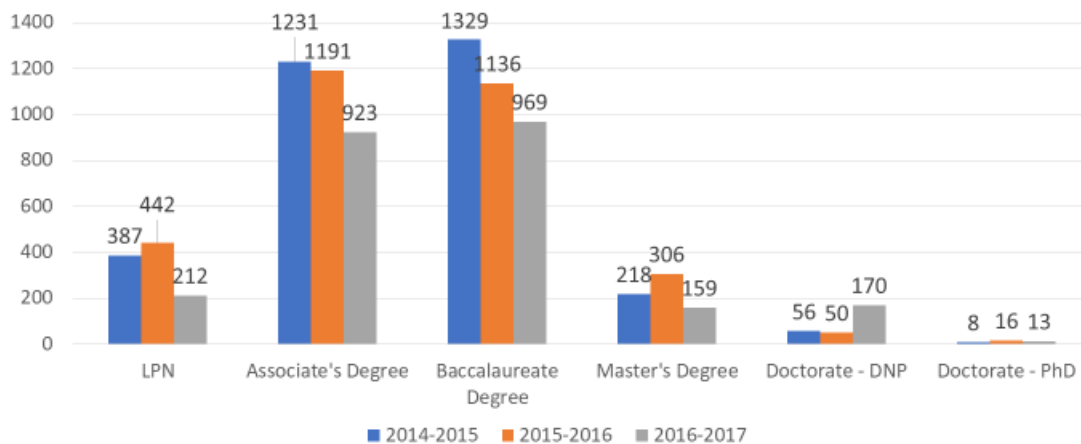
## Applicants and Admissions to Advanced Education Programs

(Comparison of 2014-2015, 2015-2016 and 2016-2017 Academic Years)



## Number of Degrees Completed by Type of Program

(Comparison of 2014-2015, 2015-2016 and 2016-2017 Academic Years)



During the 2016-2017, there were no decreases in enrollment among any of the entry level nursing programs, even among LPN programs that had previously reported enrollment decreases. There have been no changes in enrollment in the BSN accelerated programs.

# Anticipated Changes Reported by Entry Level Programs

(Comparison of 2014-2015, 2015-2016 and 2016-2017 Academic Years)

