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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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 baseline report to begin 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 100% (30 programs), tied with MS for the highest return rate of all 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 2012 data are used for baseline*:

<table>
<thead>
<tr>
<th>Population Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC Population -</td>
<td>4,723,723</td>
</tr>
<tr>
<td>Non-Hispanic/White -</td>
<td>64.0%</td>
</tr>
<tr>
<td>Hispanic/Latino -</td>
<td>5.1%</td>
</tr>
<tr>
<td>African American -</td>
<td>27.8%</td>
</tr>
<tr>
<td>American Indian &amp; Alaska Native</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian -</td>
<td>1.0%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

*Source U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits
Last Revised: Thursday, 27-Jun-2013 13:52:14 EDT
DEMOGRAPHICS

Designation of Nursing Unit
- College 5
- Department 16
- Division 3
- School 6

Nursing Education Program Types
- Associate Degree 15
- Baccalaureate 14
- RN-BSN 1
- Master’s 5
- Doctoral 3

Accreditation
- NLNAC 16
- CCNE 10
- Both 0
- None 4

Types of Undergraduate Programs
- Associate Generic 15
- Associate Bridge 8
- Bachelor’s Generic 13
- Bachelor’s Accelerated 4
- LPN to BSN 1
- RN to BSN 10

Types of Graduate Programs
- Master’s Generic 5
- Practice Doctorate 2
- Research Doctorate 2
- Interdisciplinary Doctorate 1
ASSOCIATE DEGREE PROGRAM DATA (N=15)

Applicants/Enrollees

Associate degree programs reported that 1,118 qualified applicants were not admitted. Programs reported a total of 682 student positions that could have been filled. The top two reasons cited for not filling all positions were (1) limited clinical sites for clinical experiences and (2) lack of approved seats/positions.

Total enrollment for all programs was 3,550. Of those enrolled in associate degree programs, 204 were new LPN/LVN admissions. 2,449 were enrolled part time and 830 were enrolled full time.

Gender of Enrollees:

Race/Ethnicity of Enrollees: 73.7% white
Graduates

A total of 1,297 graduates were reported by participating associate degree programs.

Gender of Graduates:

- Male: 1164 (90%)
- Female: 133 (10%)

Race/Ethnicity of Enrollees: 77.4% white

SUMMARY NOTES:
- Part-time ADN students are the “norm” in SC programs.
- The % of male enrollees and graduates are close to the national baseline of 11%.
- With a state baseline % of 27.8% African Americans, only 15.7% of graduates were from this demographic group.
- Capacity issues of limited clinical sites and faculty remain top concerns.
Applicants/Enrollees
Baccalaureate degree programs reported that 755 qualified applicants were not admitted. Programs reported a total of 166 student positions that could have been filled. The top two reasons listed for not filling all positions were (1) lack of seats/positions and (2) limited clinical sites for clinical experiences.

Total enrollment for all programs was 2,810. Of those enrolled in baccalaureate degree programs, 1,116 were new generic program admissions, 209 were new RN to BSN admissions and 19 were new accelerated admissions. 2,538 were enrolled full time and 138 were enrolled part time.

Gender of Enrollees: (over reported by 1)

Race/Ethnicity of Enrollees: 75.1% white (over reported by 4)
**Graduates**
A total of 1,174 graduates were reported by baccalaureate degree programs.

**Gender of Graduates:** (underreported by 37)

- Female: 1021, 90%
- Male: 116, 10%

**Race/Ethnicity of Enrollees:** 72% white (underreported by 25)

**SUMMARY NOTES:**
- Full-time BSN students are the “norm” in SC programs – unlike the high % of part-time ADN enrollments.
- The % of male enrollees and graduates are close to the national baseline of 11%.
- With a state baseline % of 27.8% African Americans, 15.9% of enrollees and 21.3% of graduates were from this demographic group.
• 209 new enrollees were in the 10 reported RN to BSN programs – significant metric to watch as SC tries to increase BSN workforce to 65% by 2020 (at 33% now).

• A total of 1,873 qualified students in both ADN and BSN programs were reported not admitted due to capacity issues around limited clinical sites and faculty.

• An additional 848 students might have been considered for admission, were it not for the capacity issues noted.
MASTER’S PROGRAM DATA (N=5)

Applicants/Enrollees
Master’s degree programs reported that 73 qualified applicants were not admitted. Programs reported a total of 24 student positions that could have been filled. Only one school listed reasons for not admitting qualified applicants. That school listed all reasons, inability to fill faculty vacancies, insufficient funds to hire faculty, limited clinical sites and lack of seats/positions.

Total enrollment for all programs was 313. Of those enrolled in master’s degree programs, 62 were new generic program admissions and 12 were new RN to MSN admissions.

Gender of Enrollees:

![Gender Pie Chart]

Race/Ethnicity of Enrollees: 77% white

![Race/Ethnicity Bar Chart]
Gradsutates

A total of 99 graduates were reported by participating master’s degree programs.

**Gender of Graduates:** (underreported by 14)

![Gender Pie Chart]

**Race/Ethnicity of Enrollees:** 82.3% white (underreported by 14)

![Race/Ethnicity Bar Chart]

Of the programs that offered teacher preparation courses, two reported offering a MSN in Nursing Education, one reported offering a certificate and two offered elective education courses. Fourteen master’s graduates completed teacher preparation courses.

**SUMMARY NOTES:**

- The % of male enrollees and graduates is much lower than the national11%.
- With only 5.4% of enrollees and 8% of graduates from the master’s programs representing African American race, this becomes an area of focus for setting metric goals.
DOCTORAL PROGRAM DATA (N= 3 PHD, 2 DNP)

Applicants/Enrollees
DNP programs reported that 65 qualified applicants were not admitted and reported a total of 13 who might have been admitted. PhD or research focused programs reported 8 qualified applicants were not admitted and 28 qualified applicants who could have been admitted. PhD and DNP programs that didn’t admit all qualified applicants reported the number one reason as insufficient funds to hire faculty.

Total doctoral enrollment was 289, with 201 (135 FT, 66 PT) in DNP programs and 88 (59 FT, 29 PT) in research focused programs. Of those enrolled in doctoral programs, 63 were new practice doctorate admissions and 22 were new research doctorate admissions.

Gender of DNP Enrollees:

Race/Ethnicity of DNP Enrollees: 79.1% white
Gender of PhD Enrollees:

![Gender Pie Chart]

Race/Ethnicity of PhD Enrollees: 71.6% white

Graduates

<table>
<thead>
<tr>
<th>Gender</th>
<th>DNP Graduates (N=32)</th>
<th>PhD Graduates (N=10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1 (3.1%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Female</td>
<td>31 (96.9%)</td>
<td>10 (100%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>DNP Graduates (N=32)</th>
<th>PhD Graduates (N=10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>Underreported by 1</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>6 (19.4%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>White</td>
<td>24 (77.4%)</td>
<td>9 (90%)</td>
</tr>
</tbody>
</table>
One practice focused doctoral program offered teacher preparation courses as elective options. Two research focused doctoral programs offered teacher preparations courses as elective options. Five PhD graduates completed teacher preparation courses.

SUMMARY NOTES:

- The % of male enrollees and graduates in both the DNP and PhD programs is lower than the national 11%.
- African Americans comprised 11% of the DNP enrollees and 8% of the PhD enrollees; and were underrepresented among graduates from both program types.
- All programs reported the primary capacity issue limiting new enrollees as insufficient funds to hire faculty.
**FACULTY DATA**

**Budgeted Full Time Positions:** 460

**Gender of Full Time Faculty:** Male – 14 (3.2%); Female – 424

**Number of Part Time Faculty:** 277 (note this is head count v.s. FTE’s)

**Vacant Full Time Positions:** 33 (as of 1/31/12)

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**Highest Earned Academic Degree N = 438**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>50</td>
</tr>
<tr>
<td>DNP</td>
<td>23</td>
</tr>
<tr>
<td>Non Nsg Doc</td>
<td>20</td>
</tr>
<tr>
<td>Master's Nsg</td>
<td>341</td>
</tr>
<tr>
<td>Master's Non Nsg</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor's Nsg</td>
<td>4</td>
</tr>
</tbody>
</table>

**Race/Ethnicity of FT Faculty N = 438**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
</tr>
<tr>
<td>Black</td>
<td>72</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>357</td>
</tr>
<tr>
<td>Multiracial</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
</tr>
</tbody>
</table>

---

**SUMMARY NOTES:**

- Note that approximately 27% of all faculty members hold a doctoral degree.
- 16.4% of the total faculty is African American and 0.7% is Hispanic.
• There are some data errors throughout the program report(s); but generally minor.

**Certification Status of FT Faculty (N=150)**

- Certified Nurse Practitioners 72
- Certified Nurse Educators 48
- Certified Nurse Midwives 6
- Certified Nurse Specialists 23
- CRNA 1

**Full Time Faculty Retirements (N=15)**

- Highest Earned Degrees of Retirees
  - PhD – 4
  - DNP – 2
  - Other Doctorate – 1
  - MSN – 11
- Age Range of Retirees (over reported by 3)
  - 51 to 55 – 0
  - 56 to 60 – 0
  - 61 to 65 – 14
  - 66 to 70 – 3
  - 71+ – 1
- Anticipated Retirements - 14

**Full Time Faculty Resignations (N=34)**

- Highest Earned Degrees of Faculty Who Resigned
  - PhD – 1
  - DNP – 4
  - Other Doctorate – 1
  - MSN – 26
  - BSN – 2
- Reasons for Resignation (some chose more than 1 response)
  - Career Advancement – 11
  - Personal (family responsibilities, relocation, health) – 12
  - Increased monetary awards in another setting – 5
  - Workload – 1
  - Other, e.g., non-renewal of contract – 4
  - Unknown – 1
• Current Status of FT Faculty Who Resigned
  o Clinical Practice – 9
  o Non-nursing Setting – 2
  o Private or Collaborative Practice – 1
  o Moved to College or University Out of State – 3
  o Moved to College or University In State – 7
  o Other – 2
  o Unknown – 8

SUMMARY NOTES:
• Retirements and Resignations were not duplicated in this report.
• 13 of the faculty who retired or resigned held the Doctoral degree.
• A total of 49 educators either retired or resigned this past year, with 14 more anticipated to retire in the coming academic year.
• 16 left their current positions for either career advancement and/or additional salary.
• 2 of the educators resigned and moved to a non-nursing setting.
CHIEF ADMINISTRATIVE OFFICER DATA (N=30)

Twenty-seven Chief Administrative Officers (CAOs) reported holding permanent positions and three were in interim roles. Five (22%) reported plans to retire within three years. Twenty-nine (97.6%) are female and 19 (83%) are white, four are black and one didn’t report race/ethnicity.

CAO Age Ranges
- 31 to 40 – 5 (16.7%)
- 41 to 50 – 4 (13.3%)
- 51 to 55 – 5 (16.7%)
- 56 to 60 – 7 (23.3%)
- 61 to 65 – 6 (20.0%)
- 66 to 70 – 0
- 71 + – 1 (3.3%)
- No response – 2 (6.7%)

Highest Earned CAO Credentials
- PhD – 11
- DNP – 1
- Doctorate non Nursing – 3
- MSN – 14
- No response – 1

Number of Years as CAO at Current Institution
- <1 – 3
- 1 to 5 – 18
- 6 to 10 – 7
- 11 to 15 – 1
- 20 or > – 1

SUMMARY NOTES:
- Generally, the CAO age span reflects the national data – with the majority of them (N=21) being over 51 years old -- with 5 of these noting their intention to retire within the next 3 years.
- 21 of the CAO’s have 5 years or less of experience as dean or director – with 9 reporting 6 or more years of experience.
- These data will be useful to the SC One Voice One Plan Future of Nursing Action Coalition teams when they begin setting metrics involving future faculty capacity.
APPENDIX

ORIGINAL 2013 SREB SURVEY
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: October 30, 2013

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 Web site in aggregates by state in an Excel file. 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 at 592 Tenth Street, NW | Atlanta, GA 30318 by April 19, 2013. 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., FAAN (University of Alabama at Birmingham); Kim Hoover, Ph.D. (University of Mississippi Medical Center); Kenneth Miller; Ph.D., FAAN (The Catholic University of America); Nena F. Sanders, D.S.N. (Samford University); Demetrius Porche, Ph.D., FAAN (Louisiana State University Health Sciences Center) and Katherine Nugent, Ph.D., 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

| A. Institution:   |   |
| B. Address:      |   |
| C. City/State/ZIP: |   |
| D. Phone:        |   |
| E. FAX:          |   |
| F. Name:³       |   |
| G. Position:     |   |
| H. E-mail address: |   |

### II. Nursing Education Unit

A. Check the designation of the nursing education unit.

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

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

1. Associate's
   a. Generic
   b. Bridge⁴

2. Bachelor's
   a. Generic (Basic Entry-level)
   b. Accelerated BSN for non-nursing college graduates (2nd 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. Program Accreditation:

1. Commission on Collegiate Nursing Education (CCNE)
2. National League for Nursing Accrediting Commission (NLNAC)
3. Both
4. Neither

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³ Person completing this form
⁴ 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
### 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. **International (non-U.S. residents)**
10. **Multi-racial**
11. **Native Hawaiian**
12. **White/Caucasian (not of Latino origin)**
13. **Race/Ethnicity unknown**

#### C. Total new admissions:

#### D. Total new admissions who are:

1. **Generic**
2. **Diploma RN to AD**
3. **LPN/LVN to AD**

#### 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 approved seats/positions**

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

#### H. Number of graduates (August 1, 2011 – July 31, 2012):

#### 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. **International (non-U.S. residents)**
8. **Multiracial**
9. **Native Hawaiian**
10. **White/Caucasian (not of Latino origin)**
11. **Race/Ethnicity unknown**

---

5 Please include all new admissions for the current academic year.
6 The program had unfilled seats/positions.
### IV. Baccalaureate Program

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

**B. Number of enrollees who are:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Full-time</td>
</tr>
<tr>
<td>2.</td>
<td>Part-time</td>
</tr>
<tr>
<td>3.</td>
<td>Female</td>
</tr>
<tr>
<td>4.</td>
<td>Male</td>
</tr>
<tr>
<td>5.</td>
<td>American Indian/Alaskan Native/Native Hawaiian</td>
</tr>
<tr>
<td>6.</td>
<td>Asian (not of Latino origin)</td>
</tr>
<tr>
<td>7.</td>
<td>Black/African American (not of Latino origin)</td>
</tr>
<tr>
<td>8.</td>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td>9.</td>
<td>International (non-U.S. residents)</td>
</tr>
<tr>
<td>10.</td>
<td>Multi-racial</td>
</tr>
<tr>
<td>11.</td>
<td>Native Hawaiian</td>
</tr>
<tr>
<td>12.</td>
<td>White/Caucasian (not of Latino origin)</td>
</tr>
<tr>
<td>13.</td>
<td>Race/Ethnicity unknown</td>
</tr>
</tbody>
</table>

**C. Total new admissions:**

**D. Total new admissions who are:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Generic (Basic Entry-level)</td>
</tr>
<tr>
<td>2.</td>
<td>RN-BSN (RN Completion)</td>
</tr>
<tr>
<td>3.</td>
<td>LPN/LVN-BSN</td>
</tr>
<tr>
<td>4.</td>
<td>Accelerated BSN (non-nursing 2nd degree)</td>
</tr>
</tbody>
</table>

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

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Inability to fill faculty vacancies</td>
</tr>
<tr>
<td>2.</td>
<td>Insufficient funds to hire faculty</td>
</tr>
<tr>
<td>3.</td>
<td>Limited clinical sites for clinical experiences</td>
</tr>
<tr>
<td>4.</td>
<td>Lack of seats/positions</td>
</tr>
</tbody>
</table>

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

**H. Number of graduates (August 1, 2011 — July 31, 2012):**

**I. Number of graduates who are:**

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

---

7 Please include all new admissions for the current academic year.
8 The program had unfilled seats/positions.
### V. Master’s 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/Native Hawaiian
6. Asian (not of Latino origin)
7. Black/African American (not of Latino origin)
8. Hispanic or Latino
9. International (non-U.S. residents)
10. Multi-racial
11. Native Hawaiian
12. White/Caucasian (not of Latino origin)
13. Race/Ethnicity unknown

**C. Total new admissions:**

**D. Total new admissions 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, 2011 — July 31, 2012)**

**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. International (non-U.S. residents)
8. Multi-racial
9. Native Hawaiian
10. White/Caucasian (not of Latino origin)
11. Race/Ethnicity unknown

**J. Check if the curriculum includes teacher preparation courses:**

1. Master’s in Nursing Education

---

9 Please include all new admissions for the current academic year.
2. Master's Certificate in Nursing Education
3. Elective courses in education

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

<table>
<thead>
<tr>
<th>VI. Doctoral Program (Practice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Total enrollment, including new DNP admissions</td>
</tr>
<tr>
<td>B. Number of DNP enrollees who are:</td>
</tr>
<tr>
<td>1. Full-time</td>
</tr>
<tr>
<td>2. Part-time</td>
</tr>
<tr>
<td>3. Female</td>
</tr>
<tr>
<td>4. Male</td>
</tr>
<tr>
<td>5. American Indian/Alaskan Native</td>
</tr>
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<td>6. Asian (not of Latino origin)</td>
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</tr>
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<td>8. Hispanic or Latino</td>
</tr>
<tr>
<td>9. International (non-U.S. residents)</td>
</tr>
<tr>
<td>10. Multi-racial</td>
</tr>
<tr>
<td>11. Native Hawaiian</td>
</tr>
<tr>
<td>12. White/Caucasian (not of Latino origin)</td>
</tr>
<tr>
<td>13. Race/Ethnicity unknown</td>
</tr>
</tbody>
</table>

C. Total new DNP admissions: 10

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, 2011 to July 31, 2012):

H. Number of DNP graduates who are:
| 1. Female graduates |
| 2. Male graduates |
| 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. International (non-U.S. residents) |
| 8. Multi-racial |
| 9. Native Hawaiian |
| 10. White (not of Latino origin) |
| 11. Race/Ethnicity unknown |

I. Check if the curriculum includes teacher preparation courses:

J. Check if the courses are:
| a. Required |

10 Include all new admissions for the current academic year.
J. Number of graduates who completed teacher preparation courses:

VII. Doctoral Program (Research)

A. Total enrollment, including new admissions:

B. Number of enrollees who are:

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Full-time</td>
</tr>
<tr>
<td>2.</td>
<td>Part-time</td>
</tr>
<tr>
<td>3.</td>
<td>Female</td>
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<td>4.</td>
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<tr>
<td>13.</td>
<td>Race/Ethnicity unknown</td>
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</table>

C. Total new admissions: 11

D. Number qualified applicants not admitted:

E. Check reasons for not admitting qualified applicants:

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Inability to fill faculty vacancies</td>
</tr>
<tr>
<td>2.</td>
<td>Insufficient funds to hire faculty</td>
</tr>
<tr>
<td>3.</td>
<td>Inability to match student and faculty research interests</td>
</tr>
<tr>
<td>4.</td>
<td>Lack funding to support doctoral students</td>
</tr>
</tbody>
</table>

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

G. Number of graduates (August 1, 2011 to July 31, 2012):

H. Number of graduates who are:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
<td>Male</td>
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<tr>
<td>3.</td>
<td>American Indian/Alaskan Native/Native Hawaiian</td>
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<tr>
<td>11.</td>
<td>Race/Ethnicity unknown</td>
</tr>
</tbody>
</table>

11 Include all new admissions for the current academic year.
I. Check if the curriculum includes teacher preparation courses:

J. Check if the courses are:
   1. Required
   2. Elective
   3. Graduate Certificate

K. Number of graduates completing teacher preparation courses:

VIII. Nurse Educators

A. Number of budgeted Full Time positions for the 2012-2013 academic year:

B. Number of vacant Full Time positions:
   1. October 15, 2012
   2. January 31, 2013

C. Number of Full-Time faculty 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/Latino
   7. International (non-U.S. residents)
   8. Multi-racial
   9. Native Hawaiian
   10. White/Caucasian (not of Latino origin)
   11. Race/Ethnicity unknown

D. Number of Full Time faculty whose highest earned credential is:
   1. Doctorate (Research)
   2. Doctorate (Practice)
   3. Doctorate (Not Nursing)
   4. Master’s (Nursing)
   5. Master’s (Not Nursing)
   6. Bachelor’s (Nursing)
   7. Bachelor’s (Not Nursing)

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, 2012):

IX. Faculty Retirements (2011-2012)

A. Number of Full Time faculty retirements (2011-2012):
   1. Number by academic credential:
      a. Doctorate (Practice)
      b. Doctorate (Research)
2. Number by age range:
   a. 51-55
   b. 56-60
   c. 61-65
   d. 66-70
   e. 71 or older

3. Number of anticipated retirements for 2012-2013:

X. Faculty Resignations (Academic Year: 2011-2012)

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, e.g., 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

A. Number of years at current institutions 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
### SREB Annual Survey

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

Return by April 19, 2013 to eula.aiken@sreb.org.

---

6. **More than 20 years**

**B. Current status:**

<p>| | |</p>
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<tbody>
<tr>
<td>1.</td>
<td>Interim</td>
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<td>2.</td>
<td>Permanent</td>
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</table>

**C. Plans to retire in three years:**

<p>| | |</p>
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<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Yes</td>
</tr>
<tr>
<td>2.</td>
<td>No</td>
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</table>

**D. Check appropriate responses to indicate CAO’s gender and race:**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Female</td>
</tr>
<tr>
<td>2.</td>
<td>Male</td>
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<td>3.</td>
<td>Gender Not Reported</td>
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<td>8.</td>
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<td>11.</td>
<td>Race/Ethnicity Not Reported</td>
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</tbody>
</table>

**E. Age range of CAO:**

<p>| | |</p>
<table>
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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>30 or younger</td>
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<tr>
<td>2.</td>
<td>31-40</td>
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<tr>
<td>3.</td>
<td>41-50</td>
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<tr>
<td>4.</td>
<td>51-55</td>
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<tr>
<td>5.</td>
<td>56-60</td>
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<td>7.</td>
<td>66-70</td>
</tr>
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<td>8.</td>
<td>71 and older</td>
</tr>
</tbody>
</table>

**F. Check CAO's highest earned credential**

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<tbody>
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<td>2.</td>
<td>Doctorate (Research)</td>
</tr>
<tr>
<td>3.</td>
<td>Doctorate not in Nursing</td>
</tr>
<tr>
<td>4.</td>
<td>Master's in Nursing</td>
</tr>
<tr>
<td>5.</td>
<td>Master's not in Nursing</td>
</tr>
</tbody>
</table>

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Thank You!!