



## Survey of Nursing Education Programs: *2002–2003 School Year*

---

### EXECUTIVE SUMMARY

In the spring of 2004, the Michigan Center for Nursing conducted a survey of nursing education programs in Michigan to collect information on the types of programs offered, their enrollment capacity, the number of graduates, student and faculty demographics, and current issues affecting program capacity. Survey recipients were asked for data on all nursing education programs offered by their institution during the 2002–2003 school year. Responses were received from all 51 education institutions that were surveyed.

The Michigan Board of Nursing (BON) approves the maximum number of pre-licensure students that may be enrolled (i.e., admission slots) in programs that offer a practical nursing (PN) diploma or certificate, an associate's degree in nursing (ADN), or a bachelor of science in nursing (BSN). Programs may have difficulty filling admission slots if they currently lack faculty, facilities, or clinical placement sites to support the approved admission slots. They also may not fill approved admission slots if there are too few qualified applicants, or if admitted applicants do not enroll because of financial or personal reasons or acceptance to another education program. Survey findings show that during 2002–2003

- 8 percent (307) of the admission slots for PN and ADN students were unfilled, and
- 15 percent (219) of the admission slots for pre-licensure BSN students were unfilled.

While some programs report that they did not have enough qualified applicants in 2002–2003, most report that they had more qualified applicants than the number of approved admission slots. In some programs, qualified applicants were not enrolled even though there were unfilled admission slots. Overall, for the 41 institutions that provided complete application and enrollment data, 2,097 qualified applicants were not enrolled.<sup>1</sup>

- PN programs report that 25 percent (149) of qualified applicants were not enrolled.
- Ladder programs, which combine a PN program with an ADN program, report that 52 percent (925) of qualified applicants were not enrolled.
- ADN programs report that 32 percent (653) of qualified applicants were not enrolled.
- BSN programs report that 24 percent (370) of qualified applicants were not enrolled.

---

<sup>1</sup> The number of applicants is based on the number of *applications* received by each institution. Many students apply to more than one institution; therefore these numbers are likely to exaggerate the size of the overall applicant pool for these 41 institutions and the number of applicants not enrolled.

The total number of graduates from undergraduate nursing programs in Michigan decreased from 4,260 in 1997–1998 to 3,951 in 2002–2003, driven by a decrease in the number of graduates from BSN programs. Survey results for the 2002–2003 school year show that

- 1,049 graduates received a certificate or diploma through a PN program,
- 1,772 graduates received an ADN,
- 1,130 graduates received a BSN,
- 200 graduates received a MSN, and
- 16 graduates received a PhD in nursing.

However, not all graduates are new to the practice of nursing.<sup>2</sup> For example, survey data show that one-fourth of BSN students newly enrolled during 2002–2003 were already licensed as registered nurses (RNs).

The immediate capacity of nursing education programs to accept students is determined by the availability of faculty, facilities, and clinical placement opportunities. Survey findings related to faculty in Michigan nursing programs show that

- 86–89 percent of faculty are white; 8–9 percent are African American, 1–2 percent are Asian or Pacific Islander, 1 percent are Hispanic, and less than 1 percent are American Indian/Alaskan Native;
- more than one-third of full-time faculty are 55 years of age or older;
- more than half of adjunct faculty are 45 years of age or older; and
- the overall vacancy rate for full-time faculty positions in nursing education programs is 5 percent (33 out of 667 positions) and the vacancy rate for adjunct faculty positions is 2 percent (17 out of 750 positions).

The use of adjunct faculty is most pronounced in ADN programs. For every filled full-time faculty position in ADN programs, there are two filled adjunct positions. The reverse is true in BSN programs: for every filled adjunct faculty position there are two filled full-time positions.

When asked about issues of concern for their program, survey respondents most often mentioned difficulty filling faculty positions, followed by the lack of support available for clinical placements for nursing students. Of the 51 institutions surveyed,

- 36 have difficulty filling full-time and/or adjunct faculty positions in particular specialty areas,
- 23 lack enough *sites* for clinical placements for nursing students,
- 14 lack enough *preceptors* for clinical placements for nursing students,
- 11 lack enough classroom facilities for nursing students, and
- 11 lack funding support.

---

<sup>2</sup> Some ADN program graduates had been working as LPNs before receiving their ADN, and some BSN graduates had been working as LPNs or RNs with an associate's degree before receiving their BSN.

## **INTRODUCTION**

In the spring of 2004, the Michigan Center for Nursing conducted a survey of all nursing education programs in Michigan to collect information on the types of programs offered, their enrollment capacity, the number of graduates, demographic information on students and faculty, and current issues affecting program capacity. The survey results presented in this report provide baseline information that will be used along with data from future surveys to analyze trends in enrollment, graduation, and program capacity that have an impact on the nursing workforce in Michigan. (A copy of the survey instrument is attached to this report.)

## **METHODOLOGY**

The Michigan Center for Nursing contracted with Public Sector Consultants Inc. (PSC) for development, implementation, and analysis of the survey of nursing education programs. The survey instrument was designed in collaboration with the Michigan Center for Nursing Advisory Board, with specific input from a subgroup representing nursing education programs.

In March 2004, the survey was mailed to the 51 education institutions that offer nursing education programs in Michigan. Several follow-up phone calls, letters, and e-mail notices were used to prompt response to the survey. By mid-December 2004, surveys were returned by all 51 institutions.

Survey recipients were asked to complete the survey with information for all nursing education programs offered by the parent institution during the 2002–2003 school year. If they were unable to report actual numbers, they were offered the options of providing an estimate (and labeling the data as an estimate) or indicating that the data were not available. Several programs indicated that they do not keep information on the demographic characteristics of their student population and/or faculty, particularly adjunct faculty. Some programs were unable to provide data regarding the applications received by their program, and a few were unable to provide the number of students enrolled. Response rates are indicated in the data tables.

The effort to obtain responses from all nursing education programs in Michigan spanned ten months, March through December 2004. When the survey was distributed in March, respondents were asked to provide data for the “previous school year (Fall 2002–Summer 2003),” but some programs may have provided data for the 2003–2004 school year by the time they returned the survey in the fall of 2004. The assumption made for the purpose of this report is that the majority of programs provided data for 2002–2003, and the effect on the findings of those who did not is minimal.

## **TYPE OF NURSING PROGRAMS**

There are a variety of ways to obtain a nursing certificate or degree in Michigan. Survey respondents were asked to classify the type of nursing education programs offered by their institution according to the definitions used in Exhibit 1.

**EXHIBIT 1**  
**Number of Nursing Education Programs in Michigan by Type of Program,  
 2002–2003**

Type of program	Number of programs
<b>Non-Baccalaureate Programs</b>	
<b>Practical Nurse (PN)</b> —A program that requires at least one year of full-time coursework and awards a diploma or certificate of completion as a practical nurse (ladder programs are not counted here)	13
<b>“Ladder” Program: Practical Nurse (PN) combined with an associate’s degree in nursing (ADN)</b> —After completing one year or more of coursework, students meet requirements for licensure as a practical nurse; after completing additional years of coursework students are awarded an associate’s degree in nursing	14
<b>Licensed Practical Nurse (LPN) to ADN</b> —A program that admits LPNs and awards an associate’s degree in nursing	21
<b>Paramedic to ADN</b> —A program that admits paramedics and awards an associate’s degree in nursing	3
<b>Associate’s degree in nursing (ADN)</b> —A program that requires at least two academic years of full-time college coursework and awards an associate’s degree in nursing (ladder programs are not counted here)	19
<b>Baccalaureate Programs</b>	
<b>Bachelor of science in nursing (BSN)</b> —Admits students with no previous nursing education (pre-licensure students) and awards a bachelor of science degree in nursing; requires at least four academic years of college coursework	16
<b>LPN to bachelor of science in nursing (BSN)</b> —Admits LPNs and awards a bachelor of science degree in nursing	4
<b>Registered Nurse (RN) to bachelor of science in nursing (BSN)</b> —Admits RNs and awards a bachelor of science degree in nursing	16
<b>Accelerated RN to bachelor of science in nursing (BSN)</b> —Admits RNs and awards a bachelor of science degree in nursing in less time than the RN to BSN program	2
<b>Accelerated BSN</b> —Admits students with a previous baccalaureate degree in another discipline and awards a BSN in an accelerated format	4
<b>Master of Science Programs</b>	
<b>RN to BSN to master of science in nursing (MSN)</b> —Admits RNs and awards a BSN and an MSN	4
<b>RN to MSN</b> —Admits RNs and awards a master of science in nursing	4
<b>BSN to MSN</b> —Admits only students with a baccalaureate nursing degree and awards a master of science in nursing	11
<b>Doctoral Programs</b>	
<b>BSN to PhD</b> —Admits students with a BSN and confers a doctorate in nursing	3
<b>MSN to PhD</b> —Admits students with an MSN and confers a doctorate in nursing	2

SOURCE: *Michigan Center for Nursing Survey of Nursing Education Programs 2002–2003.*

Since many of the education institutions surveyed offer more than one type of nursing education program, survey respondents were asked to mark all that apply. A single education institution may be counted multiple times in Exhibit 1. For example, one institution may be counted in the number of PN programs, ladder programs, *and* LPN to ADN programs if it offers the opportunity to complete curriculum requirements through each of these types of programs. Similarly, a single education institution may be counted in the BSN programs, the LPN to BSN programs, *and* the RN to BSN programs if each of these options is available.

A count of the institutions offering programs within each of the major program classifications (i.e., PN, ADN, BSN, MSN, and PhD) shows that during the 2002–2003 school year,

- 26 institutions offered some form of practical nursing (PN) program (a practical nurse program and/or a ladder program),
- 34 institutions offered some form of program that awards an associate’s degree in nursing (ADN),
- 18 institutions offered some form of a bachelor of science in nursing (BSN) program,
- 12 institutions offered a master’s degree in nursing (MSN) program, and
- 3 institutions offered a PhD in nursing.

Very few institutions are developing new programs: one is developing a practical nurse program, one is developing a BSN program, three are developing either accelerated RN to BSN or accelerated BSN programs, four institutions are developing or expanding MSN programs, and one is developing a new PhD program.

Survey respondents were asked if their institution offers a certificate program beyond a baccalaureate or master’s degree in any of the areas of concentration listed below. Results show that

- 10 education institutions in Michigan offer a certificate program in advanced practice (e.g., nurse anesthetist, nurse practitioner, clinical nurse specialist, nurse midwife),
- 9 offer a certificate program in nursing education,
- 3 offer a certificate program in nursing administration, and
- none offers a certificate program in nursing informatics.

## **PROGRAM CAPACITY, APPLICATIONS, AND ENROLLMENT**

The Michigan Board of Nursing (BON) approves the maximum number of students that may be enrolled (i.e., admission slots) in programs that offer a PN diploma or certificate, an ADN, or a BSN for pre-licensure students, i.e., students who are not already licensed as a registered nurse (RN).<sup>3</sup> The BON approved 651 admission slots for practical nursing students during the 2002–2003 school year and 1,953 admission slots for students

---

<sup>3</sup> An individual may apply for licensure as a registered nurse (RN) after receiving either an associate’s degree in nursing or a bachelor of science degree in nursing and passing the National Council Licensure Examination (NCLEX®). Admission slots for BSN students who already are RNs do *not* require approval by the BON.

seeking an ADN. An additional 1,448 admission slots were approved for students entering a ladder program, which combines a practical nursing program with an ADN program (see Exhibit 2).

---

**EXHIBIT 2**  
Capacity of Nursing Education Programs and Enrollment,  
2002–2003 School Year

---

	PN programs	Ladder programs	ADN programs	BSN programs (pre-licensure)
Number of admission slots approved by the BON	651	1,448	1,953	1,471
Number of students newly enrolled (admitted during 2002–2003 and began classes)	615	1,270	1,860	1,252
Number of unfilled slots	36	178	93	219

SOURCE: *Michigan Center for Nursing Survey of Nursing Education Programs 2002–2003.*

NOTE: All of the institutions offering distinct PN programs and/or ADN programs were able to provide data on both the number of admission slots approved by the BON *and* the number of new enrollments. Two institutions offering ladder programs did not report the number of new enrollees; the number of admission slots was used to estimate new enrollees for these two programs. Of the 16 institutions offering BSN programs for pre-licensure students, three did not report the number of admission slots approved by the BON. The number of new enrollments was used to estimate the number of admission slots for these three programs.

---

Half of the institutions offering PN programs (6 out of 13) did not fill the number of admission slots approved by the BON. One-third (5 out of 14) of the institutions offering ladder programs reported that they did not fill their admission slots. Two-thirds (14 out of 20) of institutions offering ADN programs (other than ladder programs) did not fill their admission slots. An estimated 8 percent (307) of the total admission slots for PN and ADN students were unfilled during 2002–2003 in the PN, ladder, and ADN programs combined.

There were an estimated 1,471 admission slots for pre-licensure students seeking a bachelor of science in nursing degree in 2002–2003. While eight out of 16 institutions reported that they did not fill all their slots, some programs were granted an exception by the BON to fill additional slots above their approved capacity. Overall, an estimated 15 percent (219) of the admission slots for pre-licensure BSN students were unfilled in 2002–2003.

The survey of nursing education programs did not ask why admission slots were not filled. Difficulty filling admission slots could be related to the immediate capacity of the program (e.g., lack of availability of faculty, facilities, or clinical placement sites to support the approved admission slots), to factors related to the applicants (e.g., too few qualified applicants, affordability of the program for the applicant, enrollment of the applicant in another program), or to a combination of factors. The explanation may differ for different education institutions. For example, five BSN programs report fewer qualified applicants than the number of admission slots approved for their pre-licensure

programs, while two other BSN programs report more than enough qualified applicants, but they still did not fill all their approved admission slots. Similar variation is found among other types of nursing programs; some PN, ladder, and ADN programs report fewer qualified applicants but most report more qualified applicants than the number of admission slots.

As a result, while some admission slots are going unfilled, for the state as a whole there are qualified applicants who are not being enrolled. Forty-one of the 51 education institutions surveyed provided data on the number of applicants, the number of applicants meeting minimum admission requirements, and the number of students newly enrolled. According to the aggregate data available for the undergraduate nursing education programs at these institutions (see Exhibit 3):

- PN programs report that 25 percent (149) of qualified applicants were not enrolled.
- Ladder programs report 52 percent (925) of qualified applicants were not enrolled.
- ADN programs report that 32 percent (653) of qualified applicants were not enrolled.
- BSN programs report that 24 percent (370) qualified applicants were not enrolled.

### EXHIBIT 3

#### Applications Compared to Enrollment for Institutions with Complete Data,<sup>a</sup> 2002–2003 School Year

	PN programs	Ladder programs	ADN programs	BSN programs (pre-licensure)
Number of applicants <sup>b</sup>	1,008	2,355	3,131	2,240
Number of applicants <sup>b</sup> meeting minimum admission requirements	590	1,765	2,033	1,568
Number of students newly enrolled (admitted during 2002–2003 and began classes)	441	840	1,380	1,198
Number of qualified applicants not enrolled <sup>b</sup>	149	925	653	370

SOURCE: Michigan Center for Nursing Survey of Nursing Education Programs 2002–2003.

<sup>a</sup>Forty-one out of 51 institutions were able to provide data on the number of applicants, the number of applicants meeting minimum admission requirements, and the number of students newly enrolled. Therefore, this table presents data for only 10 out of 13 institutions offering PN programs, 10 out of 14 institutions offering ladder programs, 16 out of 20 institutions offering ADN programs, and 14 out of 16 institutions offering pre-licensure BSN programs.

<sup>b</sup>The number of applicants and the number of applicants meeting minimum admission requirements are based on the number of *applications* received by each institution. Many students apply to more than one institution, and it is not possible to adjust the estimate for applications to multiple schools by a single student. Therefore, these numbers are likely to exaggerate the size of the overall applicant pool for these programs and the number of applicants not enrolled.

## GRADUATES

Nurses may enter the workforce with a certificate or degree from a practical nursing program (PN), a combined practical nursing and associate’s degree program (ladder), an associate’s degree program (ADN), or a bachelor’s degree program (BSN). During the

2002–2003 school year, based on survey responses, an estimated 3,951 graduates received a certificate or degree through one of these programs. This is a decrease compared to recent years, driven by a decrease in the number of graduates from BSN programs (see Exhibit 4).

---

**EXHIBIT 4**  
**Graduates of Nursing Education Programs,**  
**1997–2000 and 2002–2003**

---

	1997–98	1998–99	1999–2000	2002–2003
PN graduates <sup>a</sup>	967	934	935	1,049
ADN graduates <sup>a</sup>	1,886	1,764	1,708	1,772
BSN graduates <sup>b</sup>	1,407	1,346	1,404	1,130
Total PN, ADN and BSN	4,260	4,044	4,047	3,951
MSN graduates <sup>c</sup>	n/a	n/a	n/a	200
PhD graduates	n/a	n/a	n/a	16

SOURCES: *Michigan Center for Nursing Survey of Nursing Education Programs 2002–2003*; and, *Study of the Current and Future Needs of the Professional Nursing Workforce in Michigan*, prepared for the Michigan Department of Consumer and Industry Services by Public Sector Consultants Inc., July 2001.

<sup>a</sup> Ladder program graduates are included in the number of students who graduated from a PN program or in the number who graduated from an ADN program depending on which portion of the program they completed.

<sup>b</sup> BSN graduates includes pre-licensure BSN students and RNs completing a BSN.

<sup>c</sup> Three MSN programs did not report the number of MSN graduates in 2002–2003.

---

Not all of these graduates are new to the practice of nursing. Some of the graduates of ADN programs have been working as licensed practical nurses (LPNs) before receiving their ADN. Some of the BSN graduates have been working as an LPN or as a registered nurse (RN) with an ADN before receiving their BSN. For example, survey data show that one-fourth of BSN students newly enrolled in Michigan nursing education programs during 2002–2003 were already licensed as RNs.

Survey respondents reported 216 graduates from advanced degree programs during 2002–2003 (200 MSN graduates and 16 PhD graduates). These nurses do not add to the number of nurses in the workforce, but they do add to the number of nurses who have the credentials required for nursing program faculty and upper-level positions in health care administration.

## STUDENT DEMOGRAPHICS

Survey respondents were asked to provide demographic information for students enrolled during the 2002–2003 school year. Three-fourths of the nursing education programs provided information on the gender of their students, two-thirds of the programs provided information on race and ethnicity, and only half provided information on the age of their students.

The percentage of students by gender, race/ethnicity, and age is shown in Exhibit 5 for each type of nursing education program, based on the data available. The percentage of students by gender is similar across all types of programs, except that a smaller



percentage of PhD students are male. The distribution of students by race/ethnicity is also similar across all types of programs, with the exception of fewer African Americans represented in the MSN student population. The PN and ADN programs have a higher percentage of students over the age of 25 than the BSN programs. As might be expected, the percentage of students in older age brackets is higher for MSN and PhD students.

**EXHIBIT 5**  
Demographic Characteristics of Nursing Students, 2002–2003 School Year

	Percentage of				
	PN students	ADN students	BSN students	MSN students	PhD students
<b>Gender</b>					
Female	92%	92%	92%	91%	99%
Male	8	8	8	9	1
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	2	1	1	1	0
Asian or Pacific Islander	<1	2	3	2	2
Black, Non-Hispanic	9	9	10	5	10
Hispanic	2	2	2	2	0
White, Non-Hispanic	85	84	79	86	69
Other/Unknown	2	3	5	5	19
<b>Age</b>					
<25	30	35	56	2	1
25–29	28	24	12	24	6
30–39	29	29	18	36	34
40–49	11	10	11	28	28
50–59	2	2	3	10	30
60+	<1	<1	<1	0	1

SOURCE: Michigan Center for Nursing Survey of Nursing Education Programs 2002–2003.

NOTE: Three-fourths of the nursing education programs provided information on the gender of their students, two-thirds of the programs provided information on race and ethnicity, and only half provided information on the age of their students.

NOTE: Percentages may not total 100% due to rounding.

## FACULTY

Survey respondents were asked to provide the number of full-time faculty positions, the number of full-time positions filled by exception, the number of full-time vacancies, the number of adjunct faculty positions, and the number of adjunct faculty vacancies. All of the institutions were able to provide the number of filled, full-time faculty positions, but the responses to the other questions were incomplete (see Exhibit 6). Based on the data provided, the overall vacancy rate for full-time faculty positions in nursing education programs is 5 percent; the vacancy rate for adjunct faculty positions is 2 percent.

---

## EXHIBIT 6

### Number of Faculty and Vacancies in Michigan Nursing Education Programs, 2002–2003 School Year

---

Category	Number
<b>Filled</b> full-time faculty positions (including positions filled by exception <sup>a</sup> ) [based on responses from all 51 institutions surveyed]	634
Full-time faculty positions filled by exception [based on responses from 47 institutions out of 51 surveyed]	6
Full-time faculty <b>vacancies</b> (open positions that the program is actively trying to fill) [based on responses from 47 institutions out of 51 surveyed]	33
<b>Filled</b> adjunct faculty positions [based on responses from 47 institutions out of 51 surveyed]	733
Adjunct faculty <b>vacancies</b> (open positions that the program is actively trying to fill) [based on responses from 41 institutions out of 51 surveyed]	17

SOURCE: *Michigan Center for Nursing Survey of Nursing Education Programs 2002–2003.*

<sup>a</sup>Positions filled by exception are filled by a candidate who currently does not meet state faculty credential requirements for the position but is working toward completion of the required degree, and for whom the school has received Michigan Board of Nursing approval pending completion of credential requirements.

---

Overall, there are more adjunct faculty than full-time faculty in nursing education programs. The use of adjunct faculty is most pronounced in the ADN programs; for every filled full-time position in ADN programs, there are two filled adjunct positions. The reverse is true for BSN programs: for every filled adjunct position there are two filled full-time positions.

Survey respondents were also asked to provide demographic information on their full-time and adjunct faculty. Forty-six out of 51 institutions provided data on the race/ethnicity and age of full-time faculty; 34 institutions provided the race/ethnicity information and 29 provided the age of adjunct faculty.

As shown in Exhibit 7,

- 3 percent of faculty are male,
- 89 percent of full-time faculty and 86 percent of adjunct faculty are white,
- 8 percent of full-time faculty and 9 percent of adjunct faculty are African American (black, non-Hispanic),
- 2 percent of full-time faculty and 1 percent of adjunct faculty are Asian or Pacific Islander,
- 1 percent of faculty are Hispanic and less than 1 percent are American Indian/Alaskan Native,
- more than one-third of full-time faculty are 55 years of age or older, and
- more than half of adjunct faculty are 45 years of age or older.

**EXHIBIT 7**  
Demographic Characteristics of Faculty, 2002–2003 School Year

	Percentage of <i>full-time</i> faculty	Percentage of <i>adjunct</i> faculty
<b>Gender</b>		
Female	97%	97%
Male	3	3
<b>Race/Ethnicity</b>		
American Indian/Alaskan Native	<1	<1
Asian or Pacific Islander	2	1
Black, Non-Hispanic	8	9
Hispanic	1	1
White, Non-Hispanic	89	86
Other/Unknown	<1	3
<b>Age</b>		
24 and under	0	<1
25–34	3	12
35–44	17	28
45–54	45	40
55–64	33	17
65–74	3	2
75+	0	0

SOURCE: Michigan Center for Nursing Survey of Nursing Education Programs 2002–2003.

NOTE: Forty-six out of 51 institutions provided data on the race/ethnicity and age of full-time faculty; 34 institutions provided the race/ethnicity information and 29 provided the age of adjunct faculty.

## ISSUES AFFECTING PROGRAM CAPACITY

Survey respondents were asked which, if any, of the following issues are of concern for their program. Respondents mentioned most often difficulty filling faculty positions, followed by the lack of support available for clinical placements for nursing students. Of the 51 institutions surveyed,

- 36 have difficulty filling full-time and/or adjunct faculty positions in particular specialty areas,
  - 18 have difficulty filling *full-time* faculty positions in administration, community health, gerontology, med-surg, obstetrics/maternity, pediatrics, and/or psychology/mental health,
  - 29 have difficulty filling *adjunct* faculty positions in geriatrics, maternal & child health, med-surg, obstetrics, pediatrics, and/or psychology/mental health,
- 23 lack enough *sites* for clinical placements for nursing students,
- 14 lack enough *preceptors* for clinical placements for nursing students,

- 11 lack enough classroom facilities for nursing students, and
- 11 lack funding support.

Respondents who wrote in additional comments provided details about the difficulties they face filling faculty positions, finding clinical placement sites, and obtaining funding support. One notes the lack of nurses with an MSN in certain geographic areas where they are needed to fill adjunct faculty positions. Three comments stress the difficulty in securing clinical placement sites; one noting that specialty sites, such as pediatrics, are particularly difficult to find, and another lamenting that there are some agencies that could take more students but will not. Two comments indicate that availability of clinical lab facilities is an issue.

Lack of funding support reduces funding available for faculty salaries, clerical support, and maintenance. As one respondent says,

The cost of operating a nursing program far exceeds the revenue. With budget cutbacks this does not position an organization to look favorably on expanding programming, even though the number of applicants has increased and the organization has a desire to respond to the nursing shortage.

One respondent says that all of the issues faced by nursing programs “require much creativity and negotiation.” Along the same lines, another suggests that collaboration may be the key: “We are diluting our resources in so many of us doing the same thing. Imagine what we could do if only one or two of us conducted an RN completion program in a given area of the state.”

**Attachment:**  
*Nursing Education Programs Survey Instrument*

---





## *Survey of Nursing Education Programs*

### **INSTRUCTIONS**

This information is being collected by the Michigan Center for Nursing to describe the capacity of nursing education programs in Michigan. The results of this survey (and future, annual surveys of nursing education programs) will provide data for educational institutions and state decision makers regarding trends in enrollment, graduations, and availability of faculty.

The information you provide will be confidential; the identity of individual respondents or institutions will not be shared with anyone. Data will be aggregated and summarized before it is released.

It is important for all nursing education programs in Michigan to respond to the survey to increase the value of the findings. Please complete the survey with information for all nursing education programs offered by your parent institution during the 2002–2003 school year. **Return the completed form in the envelope provided by March 31, 2004.** Thank you for your participation.

If you have questions about the survey, you may call Jane Powers at Public Sector Consultants Inc., (517) 484–4954.

### **1. Identifying Information**

Name of parent institution (college or university): \_\_\_\_\_

Name of nursing program: \_\_\_\_\_

Name of the primary administrator for the nursing program: \_\_\_\_\_

Title of this individual: \_\_\_\_\_

Phone number: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Fax number: \_\_\_\_\_

Name of person to contact for clarification of information reported on this survey: \_\_\_\_\_

Phone number for this person: \_\_\_\_\_

### **2. Please provide the ZIP code for each campus location where your nursing program offers classes: \_\_\_\_\_**

3. What type of nursing programs are offered by your parent institution?  
(Mark all that apply.)

	Offered	Being Developed or Expanded	Discontinued Since 2002–03
<b>Non-Baccalaureate Programs</b>			
<b>Practical Nurse (PN)</b> —A program that requires at least one year of full-time coursework and awards a diploma or certificate of completion as a practical nurse (Do not mark ladder programs here.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>“Ladder” Program: Practical Nurse (PN) combined with an associate’s degree in nursing (ADN)</b> —After completing one year or more of coursework, students meet requirements for licensure as a practical nurse; after completing additional years of coursework students are awarded an associate’s degree in nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Licensed Practical Nurse (LPN) to ADN</b> —A program that admits LPNs and awards an associate’s degree in nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Paramedic to ADN</b> —A program that admits paramedics and awards an associate’s degree in nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Associate’s degree in nursing (ADN)</b> —A program that requires at least two academic years of full-time college coursework and awards an associate’s degree in nursing (Do not mark ladder programs here.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Baccalaureate Programs</b>			
<b>Bachelor of science in nursing (BSN)</b> —Admits students with no previous nursing education and awards a bachelor of science degree in nursing; requires at least four academic years of college coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>LPN to bachelor of science in nursing (BSN)</b> —Admits LPNs and awards a bachelor of science degree in nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Registered Nurse (RN) to bachelor of science in nursing (BSN)</b> —Admits RNs and awards a bachelor of science degree in nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Accelerated RN to bachelor of science in nursing (BSN)</b> —Admits RNs and awards a bachelor of science degree in nursing in less time than the RN to BSN program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Accelerated BSN</b> —Admits students with a previous baccalaureate degree in another discipline and awards a BSN in an accelerated format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Master of Science Programs</b>			
<b>RN to BSN to master of science in nursing (MSN)</b> —Admits RNs and awards a BSN and an MSN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>RN to MSN</b> —Admits RNs and awards a master of science in nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>BSN to MSN</b> —Admits only students with a baccalaureate nursing degree and awards a master of science in nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Doctoral Programs</b>			
<b>BSN to PhD</b> —Admits students with a BSN and confers a doctorate in nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>MSN to PhD</b> —Admits students with an MSN and confers a doctorate in nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other existing or planned programs, including web-based (please describe)</b>			



**4. If your institution currently offers a certificate program beyond a baccalaureate or master's degree, what areas of concentration are offered? (Mark all that apply.)**

- Advanced practice (e.g., nurse anesthetist, nurse practitioner, clinical nurse specialist, nurse midwife)
- Nursing education
- Nursing administration
- Nursing informatics

**5. Please provide the following information for the *previous* school year (Fall 2002 through Summer 2003) for each of the nursing programs offered by your institution.** If you must estimate a number, write a capital "E" next to your estimate (e.g., 150 E). If you are not able to make an estimate, write "NA" for "not available." If your institution does not offer the program, leave the space blank.

Data for "ladder" programs (combined PN and ADN) should be entered in the section designated for ladder programs. **Do not include data for ladder programs in the practical nurse or associate degree sections of this form.**

	Data for Previous School Year (2002-03)
<b>Practical Nurse Program</b>	
Number of admission slots (annual capacity approved by the BON*) for PN students	
Total number of applicants	
Number of applicants who met minimum admission requirements	
Number of PN students newly enrolled (students who were admitted to the program in 2002-03 and started classes)	
Total number of students enrolled in the PN program (all students attending classes in 2002-03, including students admitted in prior years)	
Number of PN graduates (total number of graduates between September 2002 and August 2003)	
<b>Ladder Program (PN and ADN combined)</b>	
Number of admission slots (annual capacity approved by the BON*) for ladder program students	
Total number of applicants	
Number of applicants who met minimum admission requirements	
Number of students newly enrolled (students who were admitted to the first year of the program in 2002-03 and started classes)	
Total number of students enrolled in the ladder program (all students attending classes in 2002-03, including students admitted in prior years)	
Number of students completing requirements for the PN portion of the ladder program (between September 2002 and August 2003)	
Number of ADN graduates (total number of graduates between September 2002 and August 2003)	
<b>Associate Degree in Nursing Program</b>	
Number of admission slots (annual capacity approved by the BON*) for ADN students	
Total number of applicants	
Number of applicants who met minimum admission requirements	
Number of ADN students newly enrolled (students who were admitted to the program in 2002-03 and started classes)	
Total number of students enrolled in the ADN program (all students attending classes in 2002-03, including students admitted in prior years)	
Number of ADN graduates (total number of graduates between September 2002 and August 2003)	

	<b>Data for Previous School Year (2002–03)</b>
<b>Bachelor of Science in Nursing Program</b>	
Number of admission slots (annual capacity approved by the BON*) for pre-licensure BSN students (i.e., students without prior preparation as a RN). Does not include RN to BSN.	
Total number of applicants for pre-licensure slots	
Number of pre-licensure applicants who met minimum admission requirements	
Number of pre-licensure BSN students newly enrolled (students who were admitted to the program in 2002–03 and started classes)	
Total number of applicants for RN to BSN program	
Number of RN to BSN students newly enrolled (RN students who were admitted to the program in 2002–03 and started classes)	
Total number of students enrolled in the BSN program (all students attending classes in 2002–03, including students admitted in prior years)	
Number of BSN graduates (total number of graduates between September 2002 and August 2003)	
<b>Master of Science in Nursing Program</b>	
Number of admission slots available for MSN students	
Total number of applicants	
Number of applicants who met minimum admission requirements	
Number of MSN students newly enrolled (students who were admitted to the program in 2002–03 and started classes)	
Total number of students enrolled in the MSN program (all students attending classes in 2002–03, including students admitted in prior years)	
Number of MSN graduates (total number of graduates between September 2002 and August 2003)	
<b>Doctoral Degree in Nursing Program</b>	
Number of admission slots available for PhD students	
Total number of applicants	
Number of applicants who met minimum admission requirements	
Number of PhD students newly enrolled (students who were admitted to the program in 2002–03 and started classes)	
Total number of students enrolled in the PhD program (all students attending classes in 2002–03, including students admitted in prior years)	
Number of PhD graduates (total number of graduates between September 2002 and August 2003)	

\*Capacity is the number of students your PN, ADN, or BSN nursing program has been approved to enroll by the Michigan Board of Nursing (BON). Pre-licensure students are those students who have not previously completed preparation to become a registered nurse.

6. Please provide the following demographic information for students enrolled during the previous school year (2002–2003) by program. For ladder programs, enter data on students in the PN portion of the program under PN students, and enter data for students in the ADN portion of the program under ADN students.

	Number of				
	PN students	ADN students	BSN students	MSN students	PhD students
<b>Gender:</b>					
Female					
Male					
<b>Race/Ethnicity:</b>					
American Indian/Alaskan Native					
Asian or Pacific Islander					
Black, Non-Hispanic					
Hispanic					
White, Non-Hispanic					
Other/Unknown					
<b>Age:</b>					
18–21					
22–24					
25–29					
30–34					
35–39					
40–44					
45–49					
50–54					
55–59					
60+					

7. Please provide the following faculty information for the previous school year (2002–03):

Total number of <u>filled</u> full-time faculty positions (including positions filled by exception*)	
Number of full-time faculty positions filled by exception*	
Number of full-time faculty <u>vacancies</u> (open positions that your program is actively trying to fill)	
Number of <u>filled</u> adjunct faculty positions	
Number of adjunct faculty <u>vacancies</u> (open positions that your program is actively trying to fill)	

\* Positions filled by exception are filled by a candidate who currently does not meet state faculty credential requirements for the position but is working toward completion of the

required degree, and for whom the school has received Michigan Board of Nursing approval pending completion of credential requirements.

**8. Please provide the following demographic information for all *full-time* and *adjunct* faculty for the previous school year (2002–2003):**

	Number of <i>full-time</i> faculty	Number of <i>adjunct</i> faculty
<b>Gender:</b>		
Female		
Male		
<b>Race/Ethnicity:</b>		
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black, Non-Hispanic		
Hispanic		
White, Non-Hispanic		
Other/Unknown		
<b>Age:</b>		
24 and under		
25–34		
35–44		
45–54		
55–64		
65–74		
75+		

**9. Is your program currently experiencing any of the following? (Mark all that apply.)**

- Lack of enough classroom facilities for nursing students
- Lack of enough *sites* for clinical placements for nursing students
- Lack of enough *preceptors* for clinical placements for nursing students
- Difficulty filling *faculty* positions in particular specialty areas. If yes, which specialty areas?  
\_\_\_\_\_
- Difficulty filling *adjunct* faculty positions in particular specialty areas. If yes, which specialty areas?  
\_\_\_\_\_
- Lack of funding support
- Other (fill in blank) \_\_\_\_\_