

# **Survey of Nursing Education Programs:** *2009–2010 School Year*

---

***Prepared for***  
Michigan Center for Nursing  
Okemos, Michigan

***Prepared by***  
Public Sector Consultants  
Lansing, Michigan  
[www.pscinc.com](http://www.pscinc.com)



## Survey of Nursing Education Programs: *2009–2010 School Year*

---

### EXECUTIVE SUMMARY

In the fall of 2010, 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 2009–2010 school year. Responses were received from all 58 institutions surveyed, but some institutions did not provide complete information.

The survey instrument for 2009–2010 was modified from previous surveys (in 2004 and 2006) to match the national data set recommendations from the National Forum of State Nursing Workforce Centers. Institutions were asked to provide the number of seats for new students, qualified applicants, admitted applicants, newly enrolled students, and total number of students enrolled.

While some programs report that they did not have enough qualified applicants in 2009–2010, most report that they had more qualified applicants than the number of seats available for new students. In a few programs, qualified applicants were not admitted even though there were unfilled seats.<sup>1</sup> Programs may have difficulty filling seats for new students if they currently lack faculty, facilities, or clinical placement sites to support the approved admission slots. These seats may also go unfilled 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

- Licensed practical nurse (LPN) programs report that 45 percent (1,348) of qualified applicants were not admitted.
- Associate's degree in nursing (ADN) programs report that 52 percent (3,575) of qualified applicants were not admitted.
- Pre-licensure BSN programs report that 50 percent (2,789) of qualified applicants were not admitted.

---

<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 and may become enrolled in one institution, but be counted as not enrolled at another institution. Therefore, these numbers are likely to exaggerate the size of the overall applicant pool for these 58 institutions and the number of applicants not admitted.

Survey results for the 2009–2010 school year show that

- 1,163 graduates received a certificate or diploma through an LPN program,
- 2,959 graduates received an ADN,
- 2,395 graduates received a BSN (1,972 from a pre-licensure program and 423 from a post-licensure program),
- 369 graduates received a master of science in nursing (MSN),
- 18 graduates received a PhD in nursing, and
- 25 graduates received a doctor of nursing practice (DNP).

Not all graduates are new to the practice of nursing. 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. For example, survey data show that 18 percent (423) of BSN graduates during 2009–2010 were already licensed as registered nurses (RNs).

The 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

- the overall vacancy rate for full-time faculty positions in nursing education programs is 7 percent (54 out of 811 positions) and the vacancy rate for part-time faculty positions is 2 percent (29 out of 1,560 positions);
- 62 percent of full-time faculty and 39 percent of part-time faculty hold a master's degree in nursing;
- 21 percent of full-time faculty and 4 percent of part-time faculty hold a PhD in nursing;
- 41 percent of full-time faculty are age 56 or older; and
- 17 percent of full-time faculty are expected to retire in the next five years.

When asked about issues of concern for their program, survey respondents most often identified lack of enough sites for clinical placement and difficulty filling part-time faculty positions, followed by difficulty filling full-time faculty positions and recruiting preceptors. Of the 58 institutions responding to the survey,

- 39 do not have enough **sites** for clinical placements for nursing students,
- 35 have difficulty filling **part-time** faculty positions in particular specialty areas,
- 19 have difficulty filling **full-time** faculty positions in particular specialty areas, and
- 18 have difficulty recruiting **preceptors** for clinical placements.

## **INTRODUCTION**

In the fall of 2010, the Michigan Center for Nursing conducted a survey of all nursing education programs in Michigan to collect information on accreditation, 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 summary provide information that will be used along with data from past and future surveys to analyze trends in enrollment, graduation, and program capacity that have an impact on the nursing workforce in Michigan.

## **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 for 2009–2010 was modified from previous surveys, conducted in 2004 and 2006, to match the national data set recommendations from the National Forum of State Nursing Workforce Centers. The survey instrument was designed in collaboration with the Michigan Center for Nursing Advisory Board, with specific input from a subgroup of board members representing nursing education programs.

In October 2010, a survey worksheet was mailed to 58 education institutions that offer nursing education programs in Michigan. Respondents were asked to complete the survey online. Follow-up phone calls, letters, and e-mail notices were used to prompt response to the survey. By mid-June 2011, survey responses were received from all institutions offering nursing education programs in the 2009–2010 academic year. Survey recipients were asked to complete the survey with information for all nursing education programs offered by the parent institution during the 2009–2010 school year. Some programs indicated that they do not keep information on the demographic characteristics of their student population and/or faculty. Other institutions that offer ladder programs (i.e., licensed practical nurse [LPN] to associate's degree in nursing [ADN] programs) indicated that they do not track student information separately for LPN students and ADN students. Similarly, some programs with more than one track (i.e., master of science in nursing [MSN] clinical track or MSN non-clinical track) also reported that they do not track student information separately for clinical and non-clinical MSN students. Limitations in availability of data for specific questions are indicated in the data tables.

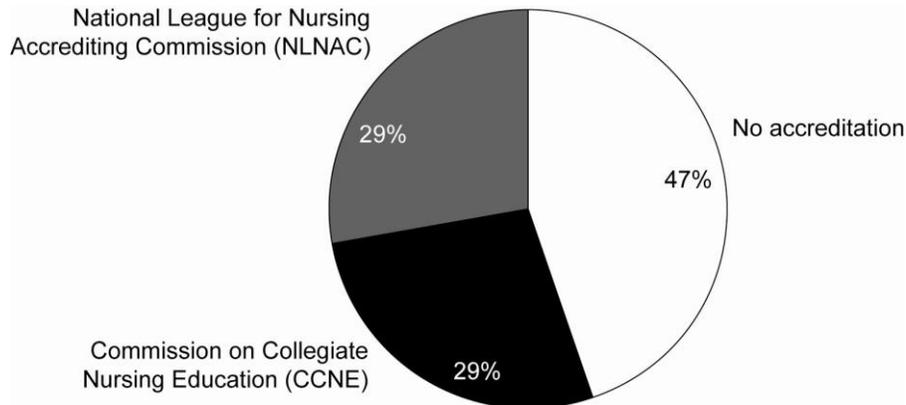
## **ACCREDITATION**

Survey respondents were asked to identify accreditation held by the nursing education program from either or both of the national nursing accreditation agencies. Respondents were able to note current status in an accreditation process and were asked to check all that apply (see Exhibit 1). Twenty-nine percent (17) of institutions hold an accreditation by the Commission on Collegiate Nursing Education (CCNE), and 29 percent (17) hold an accreditation by the National League for Nursing Accrediting Commission (NLNAC). One institution noted both CCNE and NLNAC accreditation. One institution noted accreditation with CCNE, with preapproval for accreditation for a new doctor of nursing practice [DNP] program. Of the 27 programs without accreditation, two noted that they are in the process of obtaining NLNAC accreditation, and another two indicated that they plan to file in 2011 for NLNAC accreditation.

## EXHIBIT 1

### Percentage of Nursing Programs with Accreditation, 2009–2010 School Year

---



SOURCE: *Michigan Center for Nursing Survey of Nursing Education Programs 2009–2010.*

NOTE: Percentages equal more than 100 percent because respondents were asked to choose “all that apply.”

---

## TYPES OF NURSING EDUCATION PROGRAMS

There are a variety of nursing certificate or degree programs in Michigan. In the 2009–2010 survey, respondents were asked to report the types of programs being offered, developed or expanded, or discontinued as of 2009–2010 by the parent institution (see Exhibit 2). The categories of program types were changed from previous surveys to reflect the national data set recommendations. For example, the category for the bachelor of science in nursing (BSN) program was split from one category into three separate categories: 1) pre-licensure BSN, generic; 2) pre-licensure BSN, second degree; and 3) post-licensure BSN. The MSN category was also split to capture the number of institutions that offer a clinical (e.g., advanced practice nurse) and/or non-clinical track (e.g., nurse administration).

An education institution may offer one or more types of degree/certificate programs. For example, an institution may offer an LPN certificate program and a separate program for an ADN. Some institutions offer a combined LPN and ADN program. If an institution offers a ladder program (combined LPN and ADN programs), it was asked to provide data for the LPN and ADN programs separately. Three institutions were not able to separate LPN program, faculty, and student data from their ADN combined data. For this report, these institutions have been counted in the ADN, generic, category. Three institutions offer both generic and accelerated ADN programs. One of these institutions indicated it was not able to separate generic and accelerated program, faculty, and student data; therefore, it is included in the ADN, generic category throughout the report.

Some institutions offer a BSN, an MSN with a clinical and/or non-clinical track, a doctor of nursing practice (DNP) or a doctoral degree in nursing (PhD). One institution was not able to separate MSN-clinical and MSN-non-clinical program, faculty, and student data. This program is counted within the MSN-clinical category throughout this report.

## EXHIBIT 2

### Number of Nursing Programs by Type of Degree/Certificate Offered, 2009–2010 School Year

	Number of programs offered	Being developed or expanded	Discontinued since 2009–2010
<b>Pre-licensure programs</b>			
Practical nurse certificate (LPN/PN)	30		
Associate's degree in nursing (ADN), generic	35		
Associate's degree in nursing (ADN), accelerated option	3		
Pre-licensure bachelor of science in nursing (BSN), generic	19		
Pre-licensure bachelor of science in nursing (BSN), second degree	8		
Pre-licensure master of science in nursing (MSN)	1		
<b>Post-licensure programs</b>			
Post-licensure bachelor of science in nursing (BSN)	16	1	
Master of science in nursing (MSN) – clinical tracks (e.g., advanced practice nursing specialties)	11		1
Master of science in nursing (MSN) – non- clinical tracks (e.g., nursing education, administration, informatics)	9	1	
Doctorate in nursing (PhD)	3		
Doctor of nursing practice (DNP)	5	2	
Other doctoral program	1		

SOURCE: Michigan Center for Nursing Survey of Nursing Education Programs 2009–2010.

There has been an increase in the number of DNP programs offered (from three in 2005–2006 to five in 2009–2010). However, overall, there are fewer programs being developed or expanded. In 2009–2010, there were 4 nursing education programs being developed or expanded, compared to 11 programs being developed or expanded in 2005–2006. One post-licensure BSN, one MSN, non-clinical track, and two DNP programs were being developed or expanded in 2009–2010. One MSN, clinical track, has been discontinued since the 2009–2010 academic year.

## PROGRAM CAPACITY, APPLICATIONS, AND ENROLLMENT

Institutions were asked to provide the number of seats for new students, qualified applicants, admitted applicants, newly enrolled students for the 2009–10 academic year, and the total number of students enrolled. The number of seats for new students was defined as the total number of seats available for newly admitted students during the reporting period (i.e., 2009–2010 academic

year).<sup>2</sup> (See Attachment A for the survey instrument glossary.) Based on survey responses, there were 1,761 seats available for newly admitted licensed practical nursing students during the 2009–2010 school year, and 3,052 seats available for newly admitted students seeking an ADN (see Exhibit 3). There were 2,454 seats available for pre-licensure BSN students, 462 seats available for MSN students, and 237 seats for doctoral students—including 185 for DNP students.

### EXHIBIT 3

#### Capacity of Nursing Education Programs, 2009–2010 School Year

	Number of seats for new students
<b>Pre-licensure programs</b>	
Practical nurse certificate (LPN/PN) <sup>a</sup>	1,761 <sup>d</sup>
Associate’s degree in nursing (ADN), generic	2,970
Associate’s degree in nursing (ADN), accelerated option <sup>c</sup>	82
Pre-licensure bachelor of science in nursing (BSN), Generic	1,897
Pre-licensure bachelor of science in nursing (BSN), second degree	557
Pre-licensure master of science in nursing (MSN) <sup>d</sup>	0
<b>Post-licensure programs</b>	
Post-licensure bachelor of science in nursing (BSN)	577 <sup>e</sup>
Master of science in nursing (MSN) – clinical tracks (e.g., advanced practice nursing specialties)	365 <sup>f</sup>
Master of science in nursing (MSN) – non-clinical tracks (e.g., nursing education, administration, informatics)	97 <sup>g</sup>
Doctorate in nursing (PhD)	37
Doctor of nursing practice (DNP)	185
Other doctoral program	15

SOURCE: *Michigan Center for Nursing Survey of Nursing Education Programs 2009–2010.*

<sup>a</sup> Three institutions offering an LPN/ADN ladder program are counted within the ADN, generic, category because they were not able to separate data for the LPN and ADN components.

<sup>b</sup> One institution indicated it had unlimited seating for its practical nurse certificate program.

<sup>c</sup> One institution offers both generic and accelerated ADN programs. This institution was not able to separate program data so the accelerated program data are included within the ADN, generic, category.

<sup>d</sup> One institution offers a pre-licensure master of science in nursing program every three years. At the time of the survey, this institution was not accepting applications for this program.

<sup>e</sup> 7 out of 16 institutions reported they have unlimited seating for their post-licensure bachelor of science in nursing program.

<sup>f</sup> 5 out of 11 institutions reported they have unlimited seating for their post-licensure master of science in nursing – clinical track program.

<sup>g</sup> 4 out of 9 institutions reported they have unlimited seating for their post-licensure master of science in nursing-non-clinical track program.

The number of qualified applicants (i.e., applications submitted on time that meet all of an institution’s requirements for formal admission) is based on the number of *applications* received

<sup>2</sup> In past surveys of nursing education programs, institutions were asked to report the number of approved seats for each of their programs. The Michigan Board of Nursing (BON) approves the maximum number of students that may be enrolled (i.e., seats for new students) 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). 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<sup>®</sup>). Admission slots for BSN students who already are RNs do *not* require approval by the BON.

by each institution. Many students apply to more than one institution and may become enrolled in one institution, but be counted as not enrolled at another institution. Therefore, these numbers are likely to exaggerate the size of the overall applicant pool for these 58 institutions and the number of applicants not admitted. While some programs report that they did not have enough qualified applicants in 2009–2010, most report that they had more qualified applicants than the number of seats available for new students. In a few programs, qualified applicants were not admitted even though there were unfilled seats.

- Licensed practical nurse (LPN) programs report that 45 percent (1,348) of qualified applicants were not admitted.
- Associate’s degree in nursing (ADN) programs report that 52 percent (3,575) of qualified applicants were not admitted.
- Pre-licensure BSN programs report that 50 percent (2,789) of qualified applicants were not admitted.

The number of admitted applicants was defined on the 2009–2010 survey as the number of individuals who received official notice from the institution to begin the nursing program during the reporting period (see Exhibit 4). Some institutions admitted more students than the number of seats available.<sup>3</sup> However, the data show that some institutions did not admit enough applicants to fill the number of seats available for new students.

Eight out of 26 (31 percent) LPN programs did not admit enough applicants to fill the total number of seats available for new LPN students (1,761 seats available) in 2009–2010. Seven out of 32 (22 percent) ADN programs did not admit enough applicants to fill the 3,052 seats available for new ADN students in 2009–2010.

In 2009–2010, there were an estimated 1,897 available seats for pre-licensure students seeking a traditional bachelor of science in nursing degree and 557 seats available for students seeking a pre-licensure BSN as a second degree. Out of 18 institutions with complete data, only one reported that it did not admit enough applicants to fill the number of available seats for its pre-licensure BSN, generic, program; and only 1 out of 8 pre-licensure BSN programs offering a second degree reported it did not admit enough applicants to fill the available seats.

Respondents to the survey were not asked why available seats were not filled. Difficulty filling available seats 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 also vary among the different education institutions. For example, two LPN programs, five ADN programs, and one pre-licensure BSN, generic, program report fewer qualified applicants than the number of available seats for each prospective program. One ADN program reported more than enough qualified applicants but it still did not admit enough applicants to fill all of its available seats. Nevertheless, the vast majority of nursing programs report more qualified applicants than the number of seats available.

---

<sup>3</sup> Nursing education programs may request and be granted an exception by the BON to fill additional slots above their approved capacity.

**EXHIBIT 4**  
Applications Compared to Admissions and Enrollment for  
Nursing Education Programs, 2009–2010 School Year

	Number of qualified applicants	Number of admitted applicants	Total student enrollment
<b>Pre-licensure programs</b>			
Practical nurse certificate (LPN/PN) <sup>a</sup>	2,981	1,633	1,163
Associate's degree in nursing (ADN), generic	6,715	3,208	5,106
Associate's degree in nursing (ADN), accelerated option <sup>b</sup>	150	82	62
Pre-licensure bachelor of science in nursing (BSN), generic	4,371	2,258	5,171
Pre-licensure bachelor of science in nursing (BSN), second degree	1,252	576	554
Pre-licensure master of science in nursing (MSN) <sup>c</sup>	0	0	16
<b>Post-licensure programs</b>			
Post-licensure bachelor of science in nursing (BSN)	1,032	1,022	1,625
Master of science in nursing (MSN) – clinical tracks (e.g., advanced practice nursing specialties)	822	656	1,324
Master of science in nursing (MSN) – non-clinical tracks (e.g., nursing education, administration, informatics)	139	137	210
Doctorate in nursing (PhD)	33	25	123
Doctor of nursing practice (DNP)	206	163	208
Other doctoral program	14	14	10

SOURCE: *Michigan Center for Nursing Survey of Nursing Education Programs 2009–2010*

<sup>a</sup> Three institutions offering an LPN/ADN ladder program are counted within the ADN, generic, category because they were not able to separate data for the LPN and ADN components.

<sup>b</sup> One institution offers both generic and accelerated ADN programs. This institution was not able to separate program data so the accelerated program data are included within the ADN, generic, category.

<sup>c</sup> One institution offers a pre-licensure master of science in nursing program every three years. At the time of the survey, this institution was not accepting applications for this program.

Institutions were also asked to provide the total number of newly enrolled students during the 2009–2010 academic year, and the total number of students enrolled on the fall term census date. Data for the number of newly enrolled students were incomplete and are not included in the survey analysis. The total number of enrolled students in nursing education programs at the 2009 fall term census date was 15,572.

## GRADUATES

Nurses may enter the workforce with a certificate or degree from an LPN program, a combined LPN and ADN program, an ADN program, or a BSN program. Institutions were asked to provide the number of students who successfully completed their nursing program(s) during the reporting period. Based on survey responses, and shown in Exhibit 5, an estimated 6,094 graduates received a certificate or degree from one of the pre-licensure programs in 2009–2010 (i.e., LPN, ADN, or pre-licensure BSN).

## EXHIBIT 5

### Graduates of Nursing Education Programs, 2009–2010 School Year

	1997–98	1998–99	1999–2000	2002–03	2005–06	2009–10
LPN graduates	967	934	935	1,094	1,314	1,163
ADN graduates	1,886	1,764	1,708	1,772	2,165	2,959
BSN graduates <sup>a</sup>	1,407	1,346	1,404	1,130	1,277	–
Pre-licensure BSN graduates	–	–	–	–	–	1,972
Post-licensure BSN graduates	–	–	–	–	–	423
MSN graduates	–	–	–	200	242	369
PhD graduates	–	–	–	16	20	18
DNP	–	–	–	–	–	25

SOURCES: *Michigan Center for Nursing Survey of Nursing Education Programs 2009–2010*; *Michigan Center for Nursing Survey of Nursing Education Programs 2005–2006*; *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> BSN graduates prior to 2009–2010 include pre-licensure BSN students and RNs completing a BSN.

Not all of the graduates shown in Exhibit 5 are new to the practice of nursing. Some of the graduates of ADN programs or BSN programs have been working as licensed practical nurses before receiving their ADN or BSN. Some of the BSN graduates have been working as registered nurses with an ADN before receiving their BSN (i.e., post-licensure BSN students). Institutions submitting complete survey data show that about 18 percent (423) of BSN students graduated from Michigan nursing education programs during 2009–2010 were already licensed as RNs.

Survey respondents reported 412 graduates from advanced degree programs during 2009–2010 (369 MSN graduates, 18 PhD graduates, and 25 DNP graduates). The number of graduates with advanced nursing degrees rose from 262 graduates reported in 2005–2006. 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 CHARACTERISTICS

Survey respondents were asked to provide demographic information for students enrolled during the 2009–2010 school year. Race/ethnicity and age groups were modified from previous surveys to reflect the national data set recommendations from the National Forum of State Nursing Workforce Centers. About 74 percent of institutions provided complete information on the gender of their students, 78 percent of the institutions provided complete information on race and ethnicity, and about 69 percent provided complete information on the age of their students.

The breakdown of students by gender, race/ethnicity, and age is shown in Exhibit 6 for each type of pre-licensure nursing education program, based on the data available. The percentage of nursing students who are male has generally increased. In 2005–2006, males made up about 10 percent of the LPN, ADN, and BSN students. In 2009–2010, males comprise between 12 and 20 percent of pre-licensure nursing students. The percentages of students who are male in LPN, ADN, and BSN programs are smaller than the percentages of students who are male in accelerated, second-degree, or MSN pre-licensure programs. The distribution of students by race/ethnicity is similar across all types of pre-licensure programs, except that the percentage of LPN students who are Black/African American is higher. The pre-licensure BSN programs have a higher percentage of students aged 30 or younger than the LPN, ADN, and MSN programs.

**EXHIBIT 6**  
Demographic Characteristics of Pre-Licensure Nursing Students,  
2009–2010 School Year

	Percentage of Pre-Licensure Students					
	LPN students <sup>a</sup>	ADN generic students <sup>b</sup>	ADN accelerated students <sup>c</sup>	BSN generic students <sup>d</sup>	BSN second degree students <sup>e</sup>	MSN students <sup>f</sup>
<b>Gender</b>						
Female	88%	86%	80%	85%	80%	81%
Male	12	14	20	15	20	19
<b>Race/Ethnicity</b>						
American Indian/Alaskan Native	1%	<1%	0%	<1%	0%	0%
Asian	3	<1	0	4	6	0
Black/African American	18	8	0	4	6	0
Hispanic/Latino	3	2	3	2	2	0
Native Hawaiian or Other Pacific Islander	1	1	0	0	1	0
White/Caucasian	71	80	97	83	73	75
Unknown	4	8	0	6	13	25
<b>Age</b>						
30 or younger	46%	47%	–	87%	64%	6%
31–40	28	32	–	7	23	25
41–50	14	16	–	3	12	31
51–55	3	3	–	1	1	13
56–60	1	1	–	<1	<1	19
61 and older	<1	<1	–	<1	0	6
Unknown	8	<1	100	2	1	0

SOURCE: Michigan Center for Nursing Survey of Nursing Education Programs 2009–2010.

NOTE: The majority of nursing education programs were not able to provide complete data on student race/ethnicity and age. Many programs indicated they do not currently track demographic data. Most programs attempted to get demographic data from the admissions office of their parent institution, which was also not complete.

<sup>a</sup> 21 out of 27 institutions offering LPN programs submitted data for student gender, while only 20 institutions submitted data on race and 18 on age of students.

<sup>b</sup> 28 out of 35 institutions offering ADN programs submitted data for student gender, while only 27 institutions submitted data on race, and 24 on age of students.

<sup>c</sup> 1 out 3 institutions offering ADN-accelerated programs submitted data for student gender and race. No institutions submitted data on student age.

<sup>d</sup> 18 out of 19 institutions offering BSN-generic programs submitted data for student gender, while 17 institutions provided data for race, and 12 for age of students.

<sup>e</sup> 7 out of 8 institutions offering BSN-second degree programs submitted data for student gender, race, and age.

<sup>f</sup> The one institution offering a pre-licensure MSN degree program submitted data for gender and race. This institution was not able to submit data for the age of students.

The breakdown of students by gender, race/ethnicity, and age of post-licensure students is shown in Exhibit 7 for each type of post-licensure nursing education program, based on the data available. A smaller percentage of post-licensure degree students are male than shown in the demographic data for pre-licensure programs. The distribution of race/ethnicity is similar across all types of post-licensure programs, except that the percentage of students who are Black/African

American is higher in MSN, non-clinical track programs and PhD programs, and the percentage of students who are Asian is higher in PhD programs. The MSN, non-clinical track programs have the largest percentage of older students, while the MSN, clinical track programs have the largest percentage of younger students.

**EXHIBIT 7**  
Demographic Characteristics of Post-Licensure Nursing Students,  
2009–2010 School Year

	Percentage of Post-Licensure Students					
	BSN students <sup>a</sup>	MSN clinical students <sup>b</sup>	MSN non-clinical students <sup>c</sup>	PhD students <sup>d</sup>	DNP students <sup>e</sup>	Other doctoral students <sup>f</sup>
<b>Gender</b>						
Female	90%	92%	95%	94%	95%	90%
Male	10	8	5	6	5	10
<b>Race/Ethnicity</b>						
American Indian/Alaskan Native	<1%	<1%	0%	1%	1%	–
Asian	3	4	<1	14	1	–
Black/African American	8	9	14	17	12	–
Hispanic/Latino	2	2	2	3	2	–
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	–
White/Caucasian	71	77	73	62	75	–
Unknown	16	7	11	3	9	100
<b>Age</b>						
30 or younger	25%	39%	17%	7%	9%	–
31–40	35	30	18	32	22	–
41–50	25	22	33	37	31	–
51–55	11	7	6	9	25	–
56–60	4	3	4	11	9	–
61 and older	1	<1	21	6	2	–
Unknown	1	<1	1	0	2	100%

SOURCE: Michigan Center for Nursing Survey of Nursing Education Programs 2009–2010.

NOTE: The majority of nursing education programs were not able to provide complete data on student race/ethnicity and age. Many programs indicated they do not currently track demographic data. Most programs attempted to get demographic data from the admissions office of their parent institution, which was also not complete.

<sup>a</sup> 15 out of 16 institutions offering a post-licensure BSN program submitted data for student gender, while only 13 submitted race and 10 submitted age of students.

<sup>b</sup> 11 out of 11 institutions offering MSN-clinical track program submitted data for student gender and race data. Two institutions did not provide data for student age.

<sup>c</sup> 8 out of 9 institutions offering MSN-non-clinical track program submitted data for student gender and race. One institution did not provide student age data.

<sup>d</sup> 3 out of 3 institutions offering PhD in nursing programs provided data for student gender, race, and age.

<sup>e</sup> 5 out of 5 institutions offering DNP programs provided data for student gender, race, and age.

<sup>f</sup> The one institution offering an “Other” doctoral program was not able to provide the race and age of students.

## 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 part-time faculty positions, and the number of part-time faculty vacancies. All institutions surveyed provided complete data for full-time faculty, and 55 out of 55 institutions that employ part-time faculty (i.e., three of the 58 institutions do not employ part-time faculty) provided complete data (see Exhibit 8). Based on the data provided, the overall vacancy rate for full-time faculty positions in nursing education programs is 6 percent; the vacancy rate for part-time faculty positions is 2 percent.

Institutions were also asked to provide the number of full-time faculty member retirements anticipated over the next five years. The 46 education institutions providing this information report that they anticipate about 17 percent (137) of their full-time faculty will retire in the next five years.

### EXHIBIT 8 Number of Faculty and Vacancies in Michigan Nursing Education Programs, 2009–2010 School Year

	Number
All nursing program faculty who were employed <b>full-time</b> by the program(s) represented on this survey as of the fall term census date (including positions filled by exception <sup>a</sup> )	811
Full-time faculty positions filled by exception	15
Full-time faculty <b>vacancies</b> (open positions that your program is actively trying to fill)	54
Total number of full-time faculty member retirements anticipated over the next <b>five</b> years	137
Nursing program faculty who were employed <i>part-time</i> by the program(s) represented on this survey as of the fall term census date (including positions filled by exception)	1,560
<i>Part-time</i> faculty vacancies (open positions that your program is actively trying to fill)	29

SOURCE: *Michigan Center for Nursing Survey of Nursing Education Programs 2009–2010*.

<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.

Survey respondents were also asked to provide demographic information on their full-time and part-time faculty. Race/ethnicity and age groups were modified from previous surveys per the recommendations of the National Forum of State Nursing Workforce Centers. All of the institutions provided information on the gender, race/ethnicity, and age of their full-time faculty. Of the 55 institutions that employ part-time faculty, all of them provided information on the gender of their part-time faculty, 76 percent (42) provided information on the race/ethnicity of their part-time faculty, and 78 percent (43) provided information on the age of their part-time faculty. As shown in Exhibit 9,

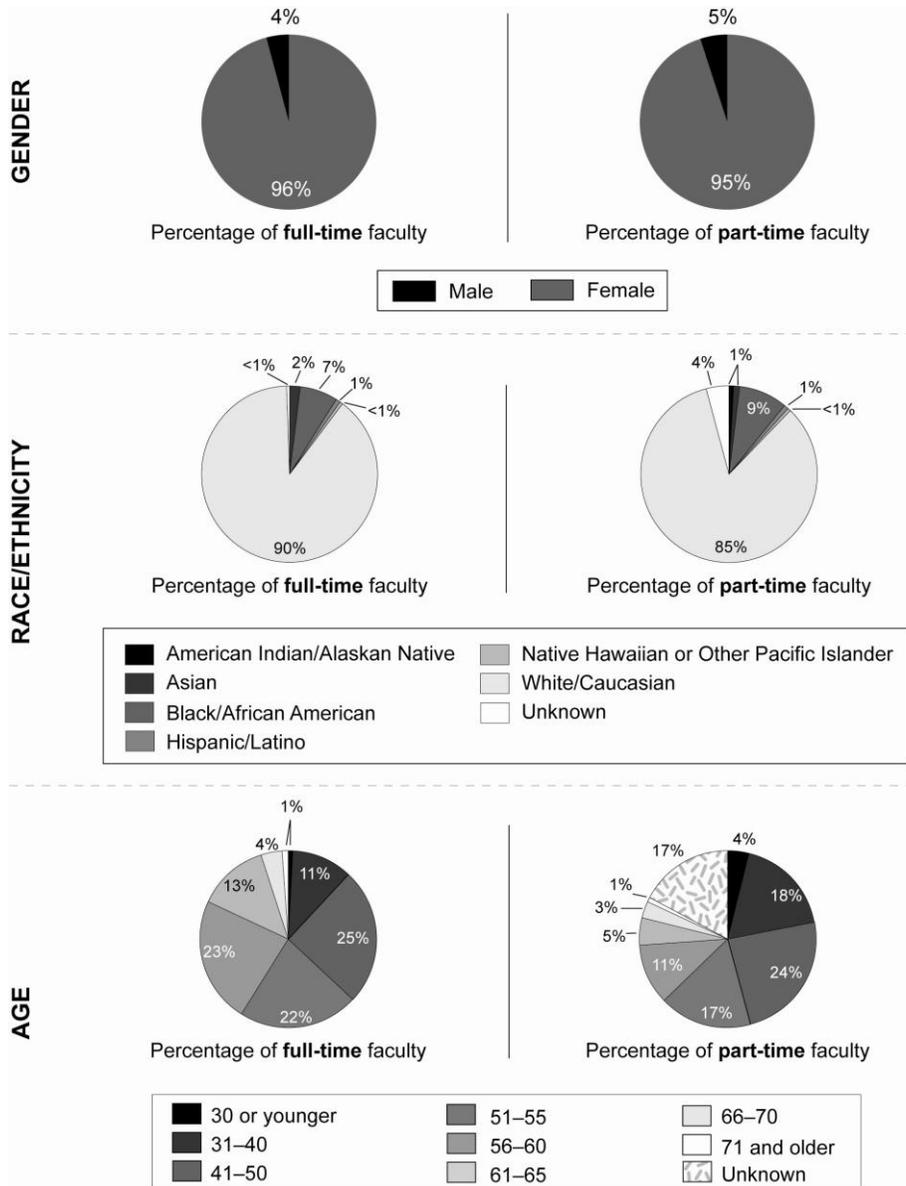
- About 4 percent of full-time faculty and 5 percent of part-time faculty are male,
- 90 percent of full-time faculty and 85 percent of part-time faculty are white,
- 7 percent of full-time faculty and 9 percent of part-time faculty are African American,
- 1 percent of both full-time and part-time faculty are Hispanic/Latino,
- 2 percent of full-time faculty and 1 percent of part-time faculty are Asian,

- Less than 1 percent of both full-time and part-time faculty are Native Hawaiian or Other Pacific Islander,
- 1 percent of part-time faculty are American Indian/Alaskan Native<sup>4</sup>, and
- 41 percent of full-time faculty are age 56 or older.

---

<sup>4</sup> None of the institutions reporting demographic information for full-time faculty reported any American Indian/Alaskan Native faculty.

**EXHIBIT 9**  
**Demographic Characteristics of Faculty**  
 (Gender<sup>a</sup>, Race/Ethnicity<sup>b</sup>, and Age<sup>c</sup>), 2009–10 School Year



SOURCE: Michigan Center for Nursing Survey of Nursing Education Programs 2009–2010.

NOTE: Percentages may not equal 100 due to rounding.

<sup>a</sup> All institutions provided complete data for gender of full-time faculty, and all institutions that have part-time staff provided complete data for gender of part-time faculty.

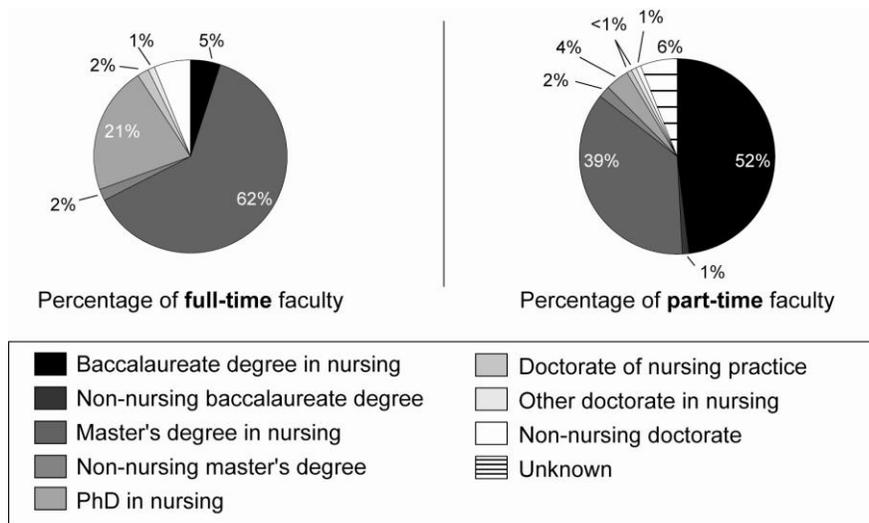
<sup>b</sup> All institutions provided complete data for race/ethnicity of full-time faculty, and 42 out of the 55 institutions that employ part-time staff provided complete data for race/ethnicity of part-time faculty.

<sup>c</sup> All institutions provided complete data for age of full-time faculty, and 43 out of the 55 institutions that employ part-time staff provided complete data for age of part-time faculty.

For the first time since this survey was implemented, survey respondents were asked to indicate the **highest** academic degree held by faculty members. This question was added to the survey to reflect the national data set recommendations from the National Forum of State Nursing

Workforce Centers. All schools were able to provide the highest academic degree held by their full-time faculty members, and 50 of the 55 institutions that employ part-time faculty were able to provide complete information for part-time faculty (see Exhibit 10).

### EXHIBIT 10 Highest Academic Degree held by Faculty, 2009–2010 School Year



SOURCE: Michigan Center for Nursing Survey of Nursing Education Programs 2009–2010.

Based on the data reported, full-time faculty have higher academic degrees than do part-time faculty: 62 percent of full-time faculty and 39 percent of part-time faculty hold a master's degree in nursing, while 21 percent of full-time faculty and 4 percent of part-time faculty hold a PhD in nursing.

## ISSUES AFFECTING PROGRAM CAPACITY

Survey respondents were asked which, if any, of the following issues are of concern to their program. Respondents most often identified lack of enough sites for clinical placement and difficulty filling part-time faculty positions, followed by difficulty filling full-time faculty positions and recruiting preceptors. Following are the results from the 58 institutions responding to the survey.

- 39 do not have enough **sites** for clinical placements for nursing students. The specialty areas mentioned most often are pediatrics (25), obstetrics (23), psychiatry (17), and medical/surgical (7). Other areas for which respondents indicated difficulty finding clinical placement for nursing students are acute care, family practice/primary care, and leadership.
- 35 institutions have difficulty filling **part-time** faculty positions in particular specialty areas. The specialty areas that respondents mentioned most often as difficult to fill are pediatrics (24), obstetrics (20), mental health (16), and medical/surgical (8). Other areas for which respondents indicated difficulty filling part-time faculty are acute care, administration, maternal child health, nutrition, and pharmacology. A couple of respondents reported that they are always recruiting for part-time faculty in all specialty areas.
- 19 institutions have difficulty filling **full-time** faculty positions in particular specialty areas. The specialty areas that respondents mentioned most often as difficult to fill are mental health

(15), obstetrics (12), pediatrics (12), medical/surgical (8), and nursing fundamentals (2). Other areas for which institutions have difficulty filling full-time faculty positions are community health, gerontology, maternal child (or newborn), and nursing administration and information.

- 18 out of 58 schools surveyed indicated they had difficulty recruiting preceptors for clinical placements.

# Attachment A:

## *Glossary*<sup>5</sup>

---

**Admitted Applicants:** A count of the individuals who received official notice from the program that they were invited to begin the nursing program during the reporting period.

**ADN/ASN Program, Generic:** A program of instruction that requires at least two years of full-time equivalent college academic work, generally within a junior or community college, the completion of which results in an associate's degree with a major in nursing and eligibility to apply for licensure as an RN. This may also be called a "traditional" curriculum sequence.

**ADN/ASN Program, Accelerated Option:** A pre-licensure RN associate degree program with a curriculum sequence for students having **some** formal training in nursing or a related field. The accelerated option (also called a bridge program) typically accelerates degree completion for students who are licensed as an LPN or paramedic, for example. Completion results in an associate's degree with a major in nursing and eligibility to apply for licensure as an RN.

**Diploma Program:** A program of instruction that requires two to three years of full-time equivalent coursework, usually within a hospital-based structural unit, the completion of which results in a diploma or certificate of completion and eligibility to apply for licensure as an RN.

**DNP Program:** A program of instruction that prepares graduates for the highest level of nursing practice beyond the initial preparation in the discipline. The Doctor of Nursing Practice degree is the terminal practice degree.

**Faculty Vacancy:** A vacant position for a faculty member that is being actively recruited as of the fall term census date.

**Full-time Faculty:** Those members of the instructional, administrative, or research staff of the nursing academic unit who are employed full-time as defined by the institution, hold academic rank, carry the full scope of faculty responsibility (e.g., teaching, advisement, committee work), and receive the rights and privileges associated with full-time employment. These faculty may be tenured, tenure-track, or non-tenure track (given that there is a tenure system in the institution).

**Graduates:** A count of the number of students who successfully completed the program requirements and were formally awarded the degree during the reporting period.

**LPN Program:** A program of instruction that requires at least one year of full-time equivalent coursework generally within a high school, vocational/technical school, or community/junior college setting, the completion of which results in a diploma or certificate of completion and eligibility to apply for licensure as an LPN/VN.

**MSN Program, Clinical Track:** A post-licensure master's program with emphasis on advanced clinical practice, including Nurse Practitioner, Nurse Anesthetist, Nurse Midwifery, and Clinical Nurse Specialist tracks.

---

<sup>5</sup> Sources: National Forum of State Nursing Workforce Centers and Interagency Collaborative on Nursing Statistics.

**MSN Program, Non-clinical Track:** A post-licensure master's program with non-clinical emphasis, such as Nurse Educator and Management/Leadership tracks

**New Enrollees:** A count of the admitted applicants who subsequently enrolled for the first time in the nursing program during the reporting period. This count should only include individuals who were still enrolled in a nursing course after the first two weeks of class.

**Other doctoral program:** Any post-licensure doctoral programs conferring degrees other than the PhD or the DNP.

**Part-time faculty:** Those members of the instructional, administrative, or research staff of the nursing academic unit who are employed part-time as defined by the institution, may or may not hold academic rank, carry responsibility for a specific area (e.g., teaching a single course), and may carry any number of titles (e.g., adjunct, clinical instructor). Part-time faculty may be permanent or contractual employees. These faculty members are typically not eligible for tenure.

**PhD Program:** A post-licensure doctoral program that culminates in the Doctorate of Philosophy in Nursing.

**Post-licensure BSN Program (RN-BSN Program):** A program for students who are already licensed as RNs but whose highest nursing degree is a diploma or associate's degree.

**Pre-licensure BSN Program, Generic:** A program of instruction to prepare registered nurses that admits students with no previous nursing education, the completion of which results in a baccalaureate degree (e.g., BA, BS, BSN.) with a major in nursing and eligibility to apply for licensure as an RN. The program requires at least four years but not more than five years of full-time equivalent college academic work within a four-year college or university.

**Pre-licensure BSN Program, Second Degree:** A program of instruction to prepare registered nurses that admits students with baccalaureate degrees in other disciplines and no previous nursing education and, at completion, awards a baccalaureate degree in nursing and eligibility to apply for licensure as an RN. The curriculum is designed to be completed in less time than the generic (entry-level) baccalaureate program, usually through a combination of "bridge"/transition courses.

**Pre-licensure MSN Program (Entry MSN):** A program of instruction that admits students with baccalaureate degrees in other disciplines and no previous nursing education. The program prepares graduates for entry into the profession, eligibility to apply for licensure as an RN, and upon completion awards a master's degree (e.g., MSN, MS, MA) in nursing. Licensed students are not included in this count.

**Qualified Applicants:** A count of the individuals who submitted complete applications on time and who met all institutional requirements for formal admission to the nursing program during the reporting period.

**Reporting Period:** The 12-month reporting period is August 1<sup>st</sup> through July 31<sup>st</sup>. Questions about the production cycle of a nursing program, such as the number of qualified applicants or graduates, should use the most recently completed one-year time frame.

**Seats for New Students:** A count of the total number of seats available for **newly admitted students** during the reporting period. If the program does not have a formal limit on seats for new students, the number of seats is recorded as "Unlimited."

**Total student enrollment:** A count of the number of students enrolled on the fall term census date. This count should include students at all points of the program's curriculum sequence, including newly enrolled and continuing students, and students in their final semester or year.