

January 2010

## Survey of Nursing Programs in Georgia Spring 2009

### Introduction

The purpose of this survey was to collect data from the 36 public and private nursing programs in the University System of Georgia (USG), Technical College System of Georgia (TCSG), and private colleges and universities in Georgia. This report provides a summary of these survey results on admission requirements, curriculum, students, faculty, clinical placement sites, and simulation.

### Survey Methodology

A survey of approximately 80 questions was developed using the web-based survey tool, Vovici. In early March 2009, the USG's Center for Health Workforce Planning & Analysis sent an email to the dean or director at the 36 institutions in Georgia with pre-licensure nursing programs. The 36 institutions represented 25 USG, six TCSG, and five private colleges and universities with nursing programs in Georgia as of March 2009. The survey was closed for responses on April 10, 2008.

With 35 of 36 institutions responding to the survey, the response rate was 97.2 percent. All USG and TCSG institutions responded. Emory University (private) did not respond to the survey. Not all respondents answered each question within the survey. Table A below provides a listing of the survey respondents.

**Table A**  
**Survey Respondents**

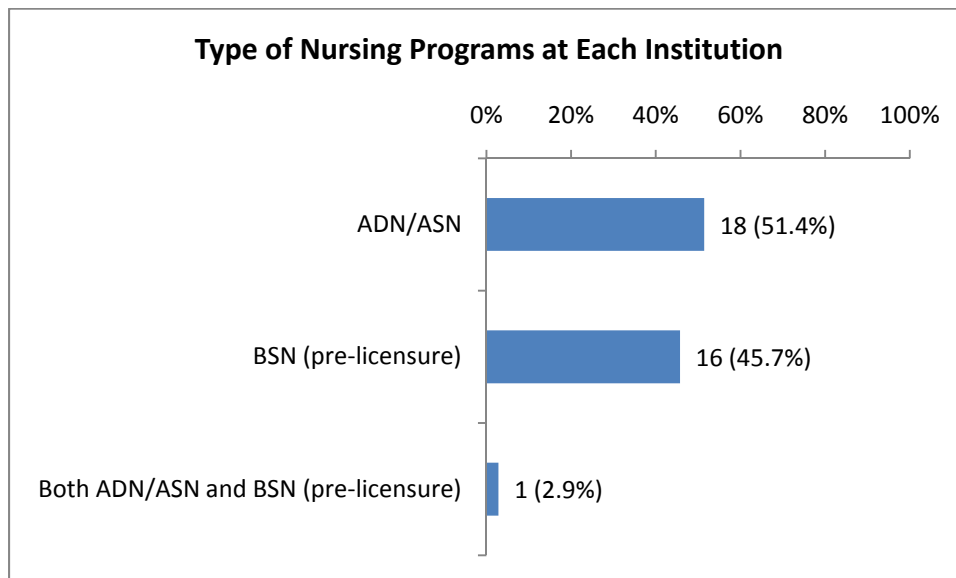
<b>USG</b>	<b>TCSG</b>	<b>Private</b>
Abraham Baldwin Agricultural College	Athens Technical College	Brenau University
Albany State University	Columbus Technical College	LaGrange College
Armstrong Atlantic State University	Gwinnett Technical College	Mercer University
Augusta State University	Northwestern Technical College	Piedmont College
Bainbridge College	Southwest Georgia Technical College	
Clayton State University	West Central Technical College	
College of Coastal Georgia		
Columbus State University		
Dalton State College		
Darton College		
Georgia College & State University		
Georgia Highlands College		
Georgia Perimeter College		

Georgia Southern University  
 Georgia Southwestern State University  
 Georgia State University  
 Gordon College  
 Kennesaw State University  
 Macon State College  
 Medical College of Georgia  
 Middle Georgia College  
 North Georgia College & State University  
 South Georgia College  
 University of West Georgia  
 Valdosta State University

### Types of Nursing Programs

The survey requested that each respondent provide the type of pre-licensure nursing program offered by their institution. Each of the 35 respondents answered this question. Forty-six percent of the institutions offered bachelor-level degrees and 51 percent of the institutions offered associate-level degrees. One institution offered both associate and bachelor-level pre-licensure nursing degrees. Figure A presents the level of degree offered at each institution and the percentage of institutions that offer that pre-licensure nursing degree.

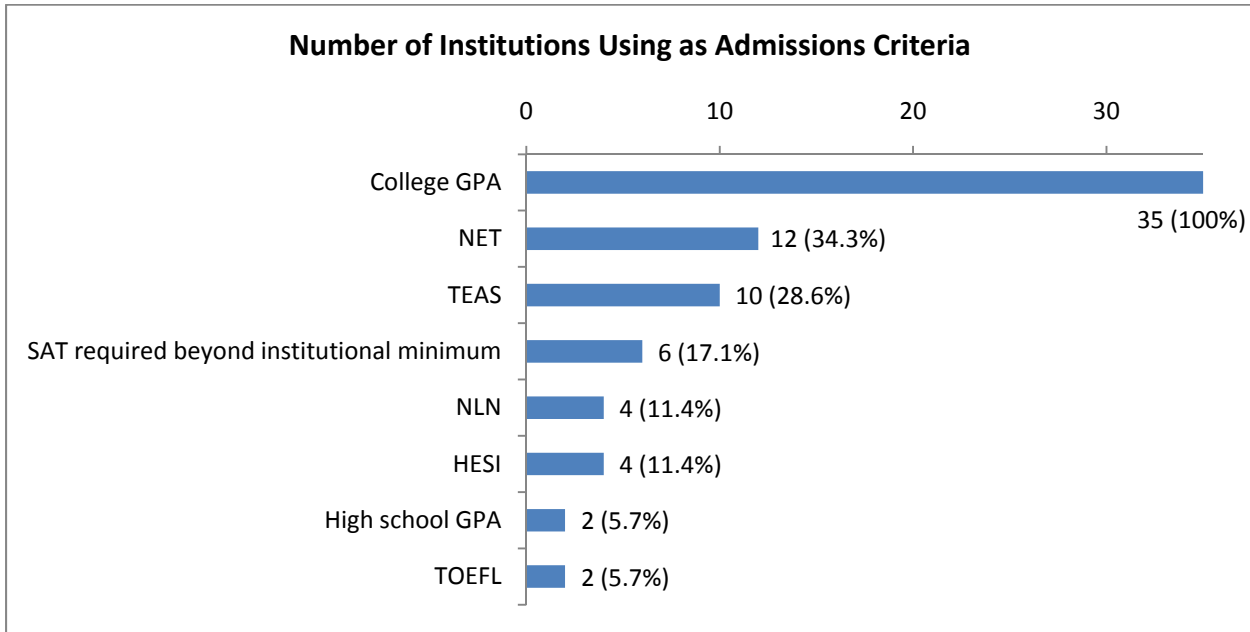
**Figure A**



### Admission Requirements

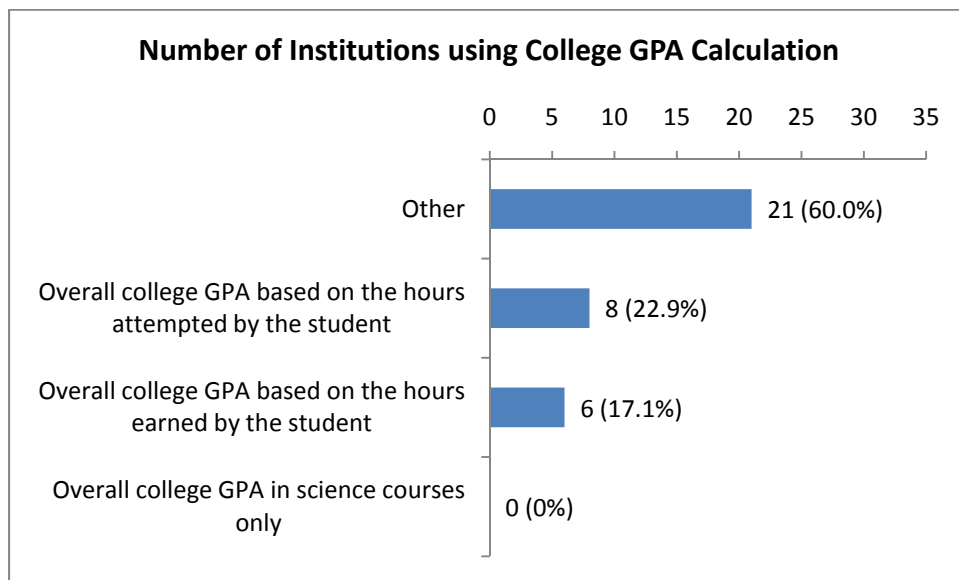
Respondents were asked to indicate which factors their programs used as criteria to determine eligibility for admission into their nursing program. Figure B presents the eligibility criteria utilized by the number of institutions using that criterion. Respondents could choose more than one answer. All 35 survey respondents answered these questions.

**Figure B**



For respondents that indicated they use college GPA as an admissions criterion, they were asked a follow-up question about how the college GPA is calculated for a student applying to the nursing program. Figure C presents the way the college GPA is calculated for a student applying to the nursing program for each of the 35 survey respondents. The majority of nursing programs selected a calculation of college GPA using a means other than the three options presented in the survey and included responses such as calculating the GPA in only the prerequisite courses required by the nursing program, a selection of certain specified courses, courses in the core curriculum, or some other combination of courses.

**Figure C**

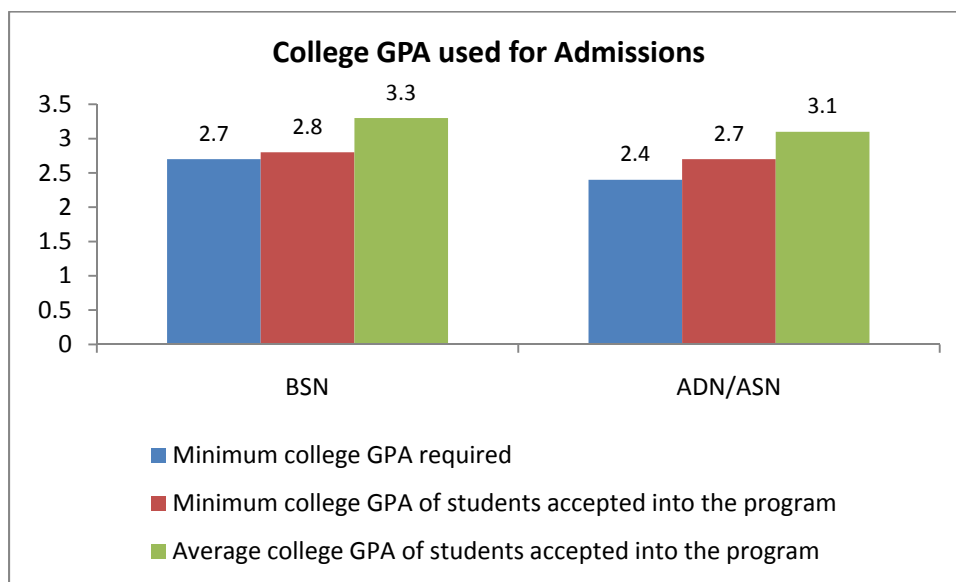


Respondents were also asked to indicate the minimum college GPA required for admission as stated in the admission requirements for the nursing program. Further, they were asked to specify the minimum college GPA and the average college GPA of students accepted into the program for the 2008-2009 academic year. Table B and Figure D present the results of the institutions that responded to these questions.

**Table B**  
**College GPA used for Admission**

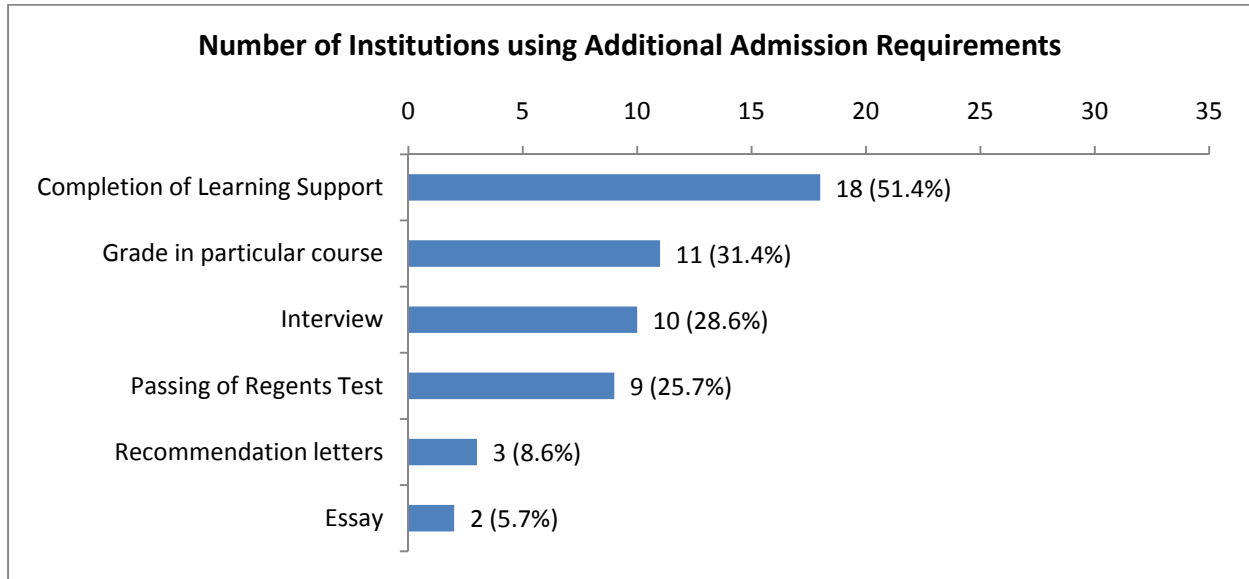
	Degree level	Range	Average
Minimum college GPA required	BSN	2.0 – 3.0 (n=16)	2.7
	ADN/ASN	2.0 – 3.0 (n=18)	2.4
Minimum college GPA of students accepted into the program	BSN	2.5 – 3.2 (n=15)	2.8
	ADN/ASN	2.0 – 4.0 (n=17)	2.7
Average college GPA of students accepted into the program	BSN	2.8 – 3.6 (n=15)	3.3
	ADN/ASN	2.6 – 3.5 (n=16)	3.1

**Figure D**



Respondents were also asked to indicate if there were any additional admission requirements for their programs. Figure E present the additional admission requirements for students applying to pre-licensure nursing programs. Respondents could choose more than one answer.

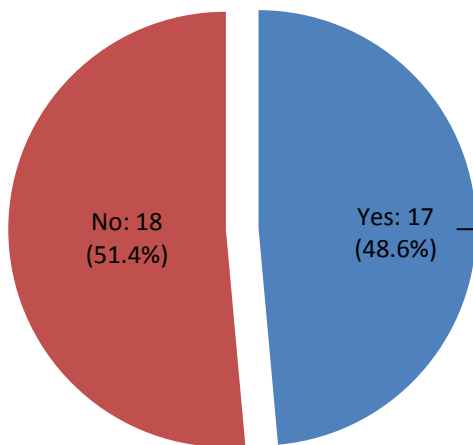
**Figure E**



Respondents were asked if their programs maintain a waitlist for applicants not being granted admission for the semester or quarter in which they applied. All 35 respondents answered this question. Figure F presents the percentage of programs that maintain a waitlist of applicants for admission in subsequent terms. For those respondents who do maintain a waitlist for their applicants, the question was asked if those applicants on the waitlist are given preference over new applicants the following semester. Figure G presents the percentage of programs that give preference to waitlist applicants over new applicants. A majority (82%) of the respondents indicated that waitlisted applicants are not given preference over new applicants in the admissions process.

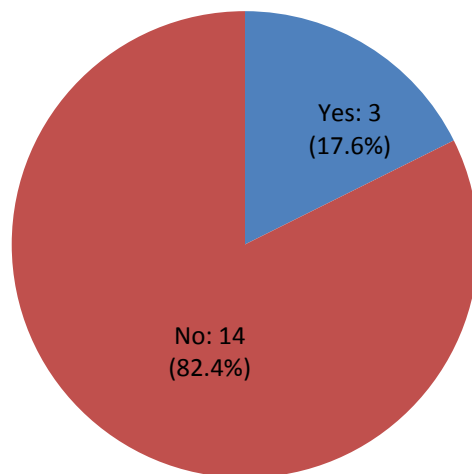
**Figure F**

**Maintains a Waitlist for Applicants**



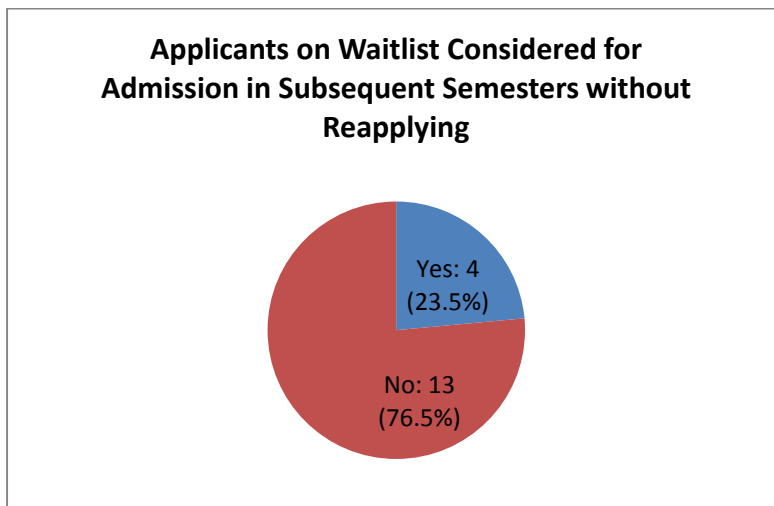
**Figure G**

**Applicants on the Waitlist Given Preference Over New Applicants**



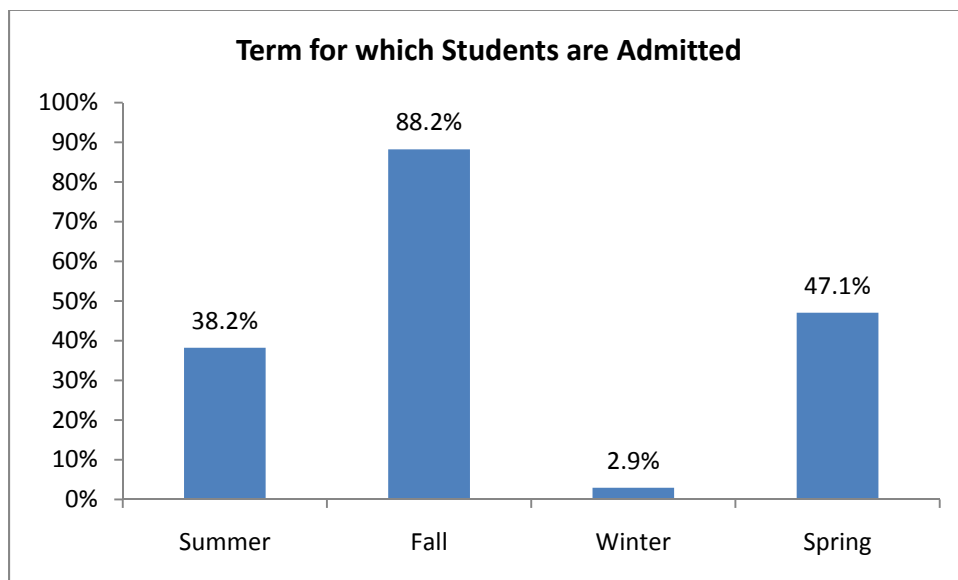
Respondents were also asked to indicate if applicants on a waitlist were considered for admission in subsequent semesters without having to reapply. Figure H presents the number of respondents who maintain waitlists and also consider applicants for admission in subsequent semesters/quarters without reapplying. A majority (76%) of the nursing programs require students to reapply each semester or quarter if they were not admitted in a previous term.

**Figure H**



Nursing programs were asked to indicate in which semester(s) or quarter(s) new nursing students are admitted for enrollment in the program. Of the 34 institutions responding to the question, a large majority (88.2%) admit for fall term, followed by spring (47.1%), summer (38.2%), and winter (2.9%) terms. Figure I presents the results. Of these, a significant number admit in only term. Four institutions admit for only summer term and 12 admit only for fall term. The remaining institutions admit for more than one term. The USG has three semesters (summer, fall, and spring) each year while the TCSG uses four quarters (summer, fall, winter, and spring).

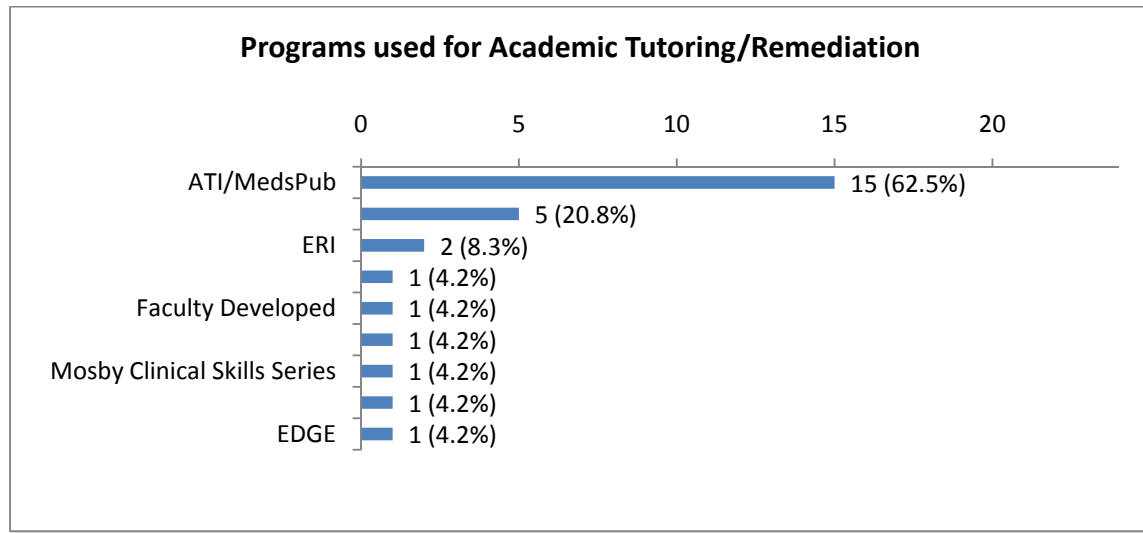
**Figure I**



## Curriculum

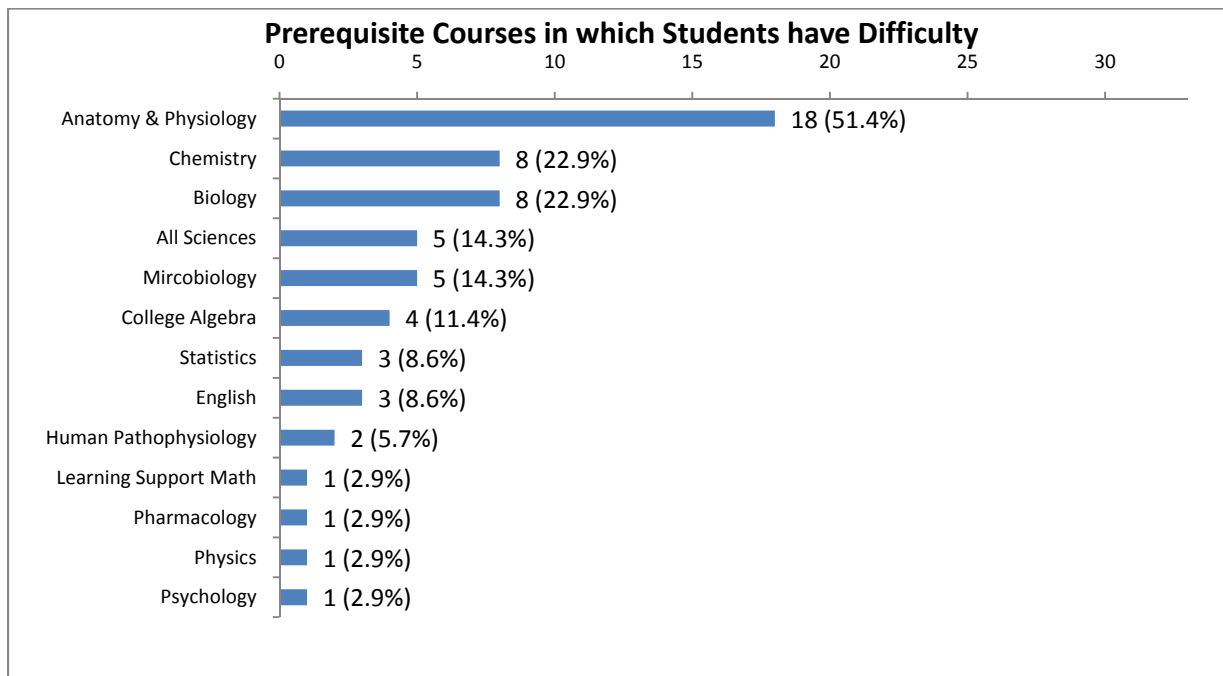
Respondents were asked to identify software or online programs used for academic tutoring and remediation. Responses were received from 24 institutions. Figure J presents the types of programs used for Academic Tutoring/Remediation.

**Figure J**



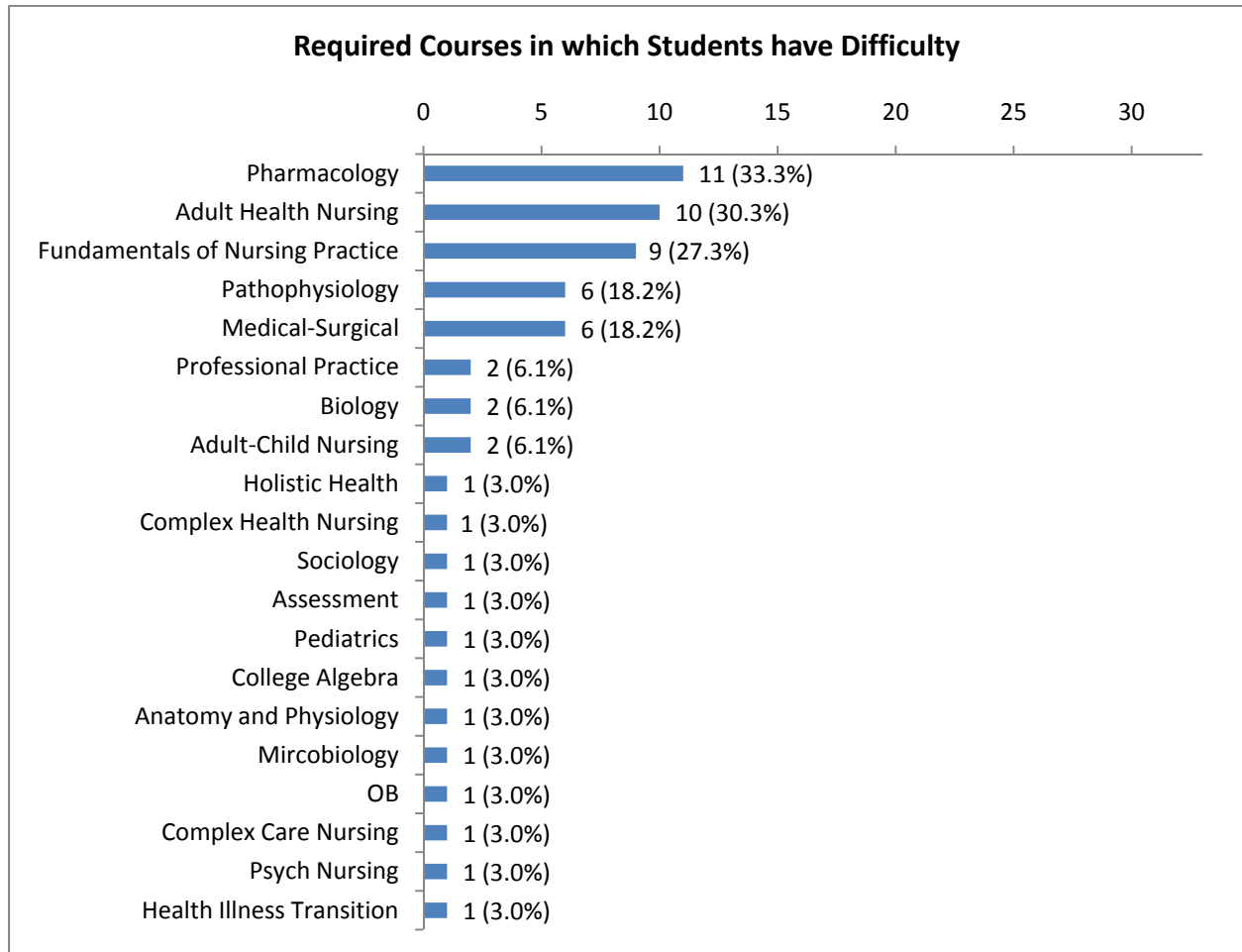
Respondents were asked to identify the prerequisite courses in which students who sought to be admitted to the nursing program had difficulty passing with a satisfactory grade. Thirty-three of the 35 survey respondents answered this question and more than one answer was allowed. Figure K summarizes the responses.

**Figure K**



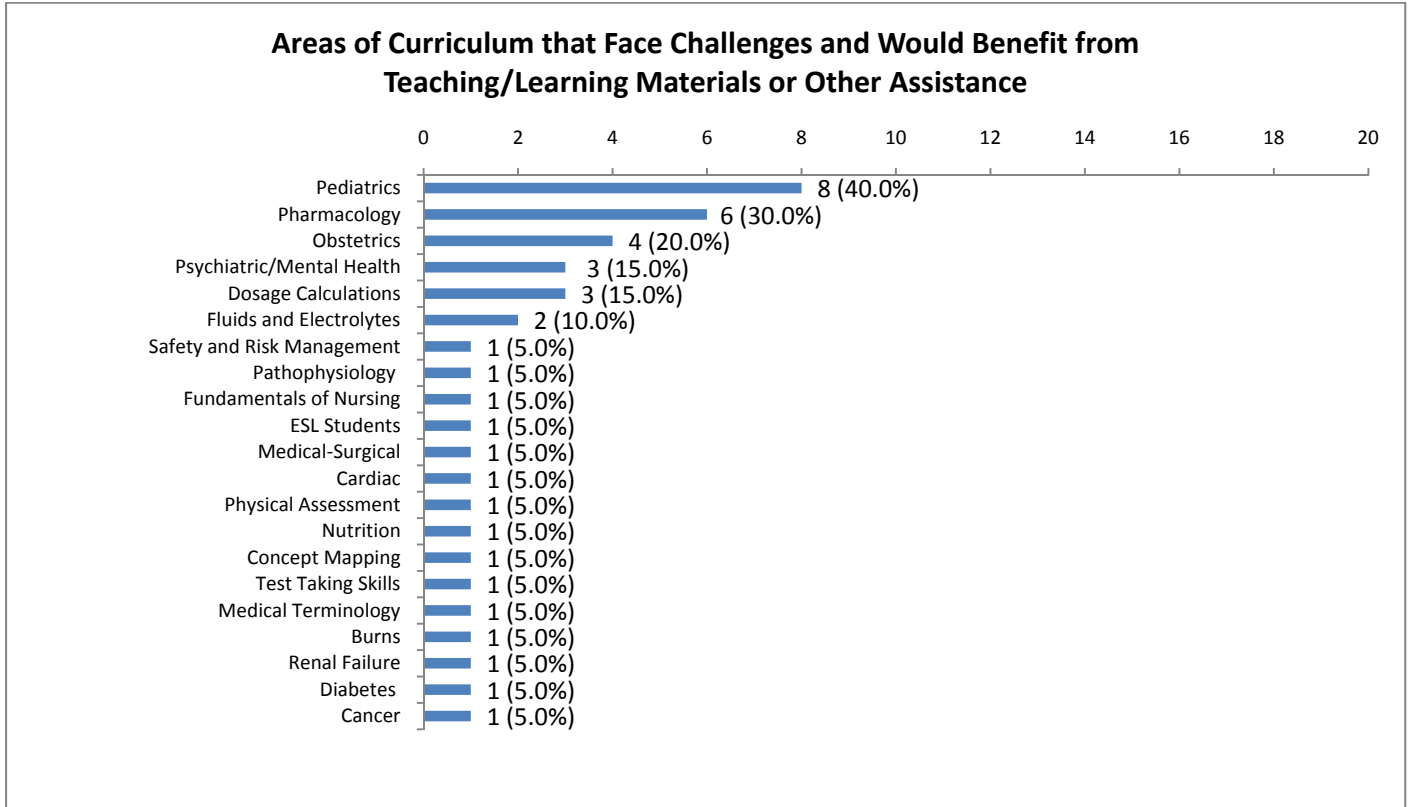
Respondents were also asked to identify required program courses in which students have difficulty passing with a satisfactory grade once they are admitted and enrolled in nursing courses. Thirty-three respondents answered this question. Figure L summarizes the responses.

**Figure L**



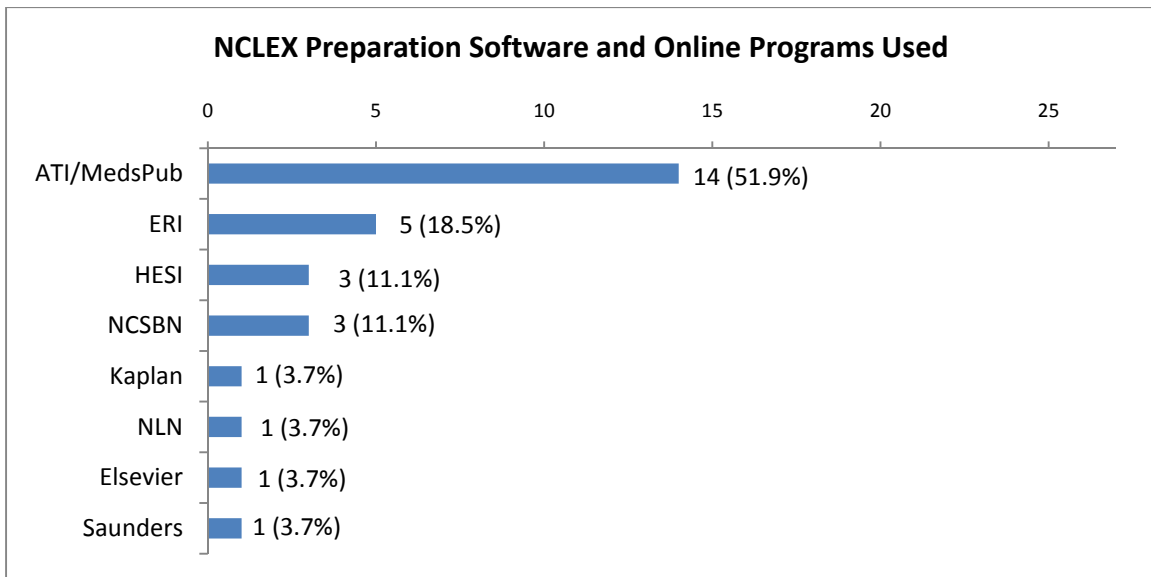
Respondents were also asked which areas of their curriculum they find the most challenging to teach and would benefit from teaching/learning materials or other assistance. Figure M presents the responses of the 20 who answered this question.

**Figure M**



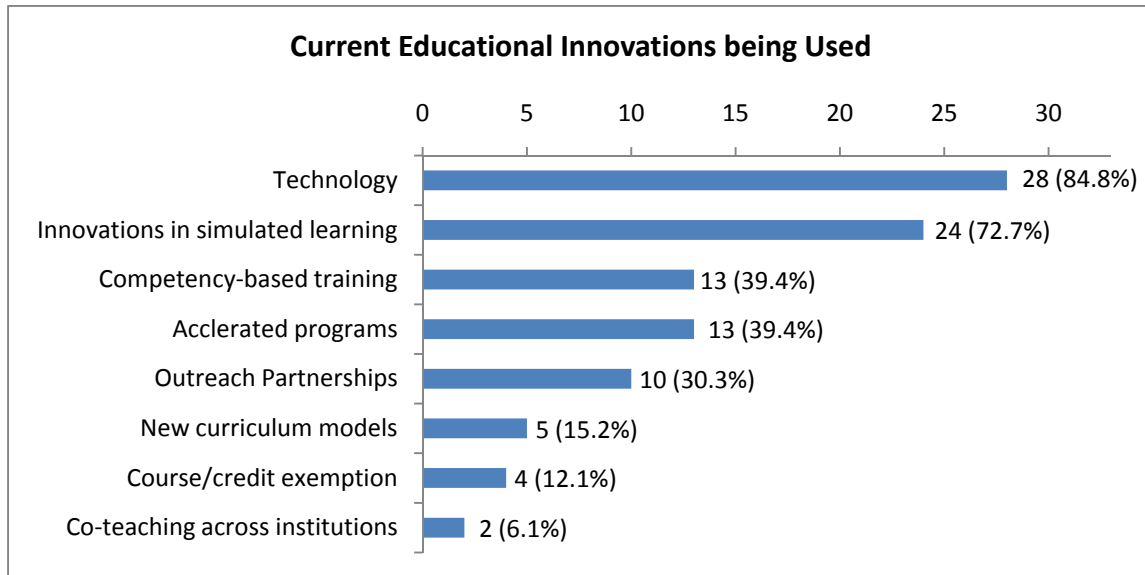
The survey asked respondents if they used a software or online program for student preparation for taking the NCLEX-RN, and if so, to indicate the type of program. Figure N presents the programs used and the number of institutions using that program from the 27 institutions that responded to the question.

**Figure N**



The survey asked nursing programs about the types of educational innovations being used by their nursing program to improve pre-licensure nursing education. The responses from the 33 respondents to this question are presented in Figure O below. Respondents could select more than one answer.

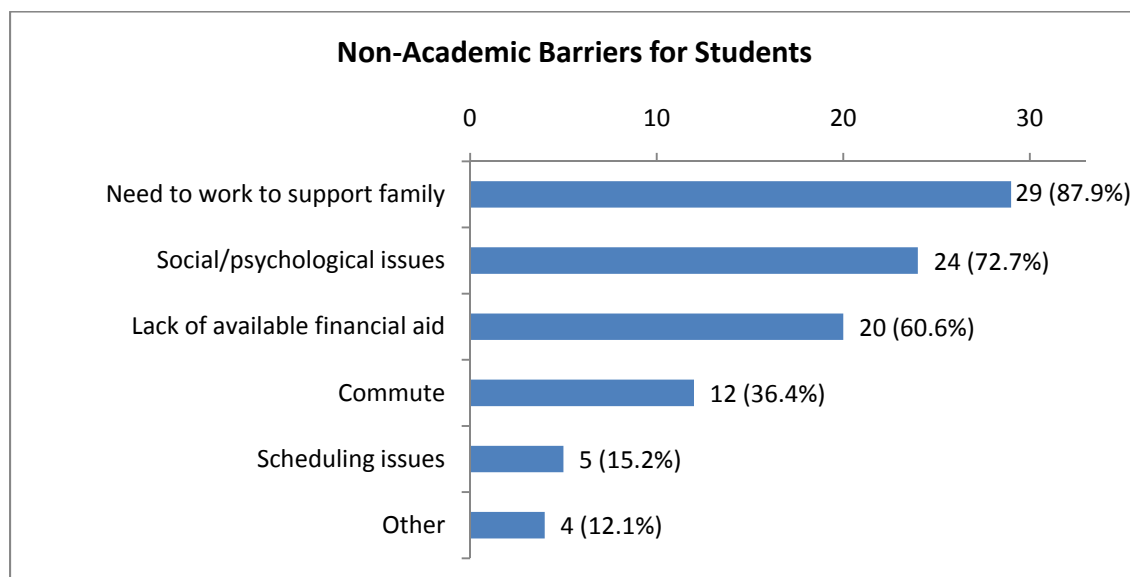
**Figure O**



## Students

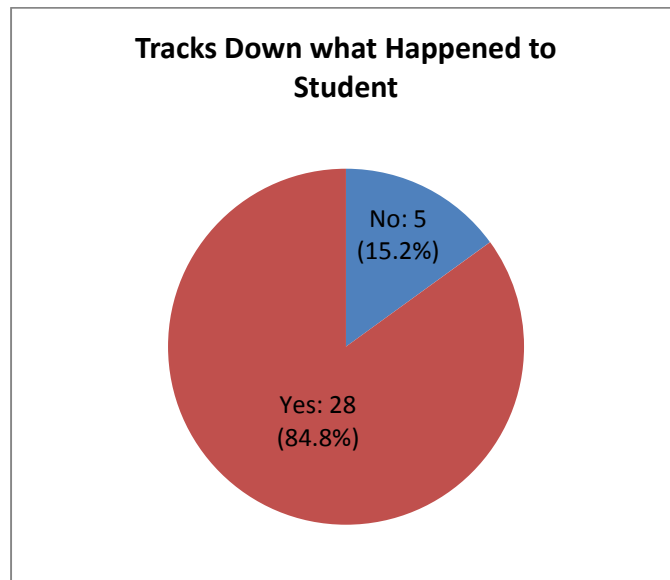
Respondents were asked to indicate the types of non-academic barriers students face when progressing towards graduation. Respondents could select more than one barrier. Thirty-three nursing programs answered this question. A large percentage (88%) indicated that students need to work to support their family. Figure P outlines the results.

**Figure P**



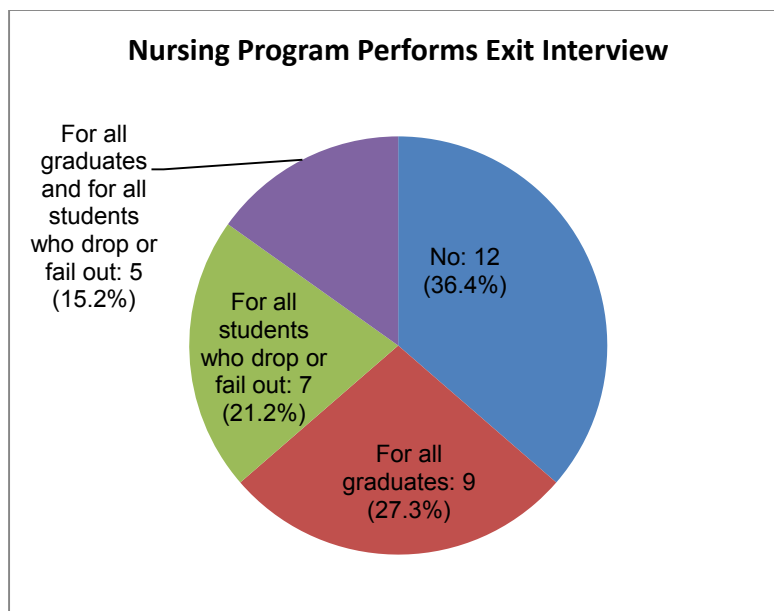
The survey asked nursing program deans and directors about their procedures for tracking students who leave their program prior to graduation. Of the 33 institutions responding to this question, 85 percent try to track down what happened to the student if he or she enrolled in the nursing program, took classes, and then did not return (Figure Q).

**Figure Q**



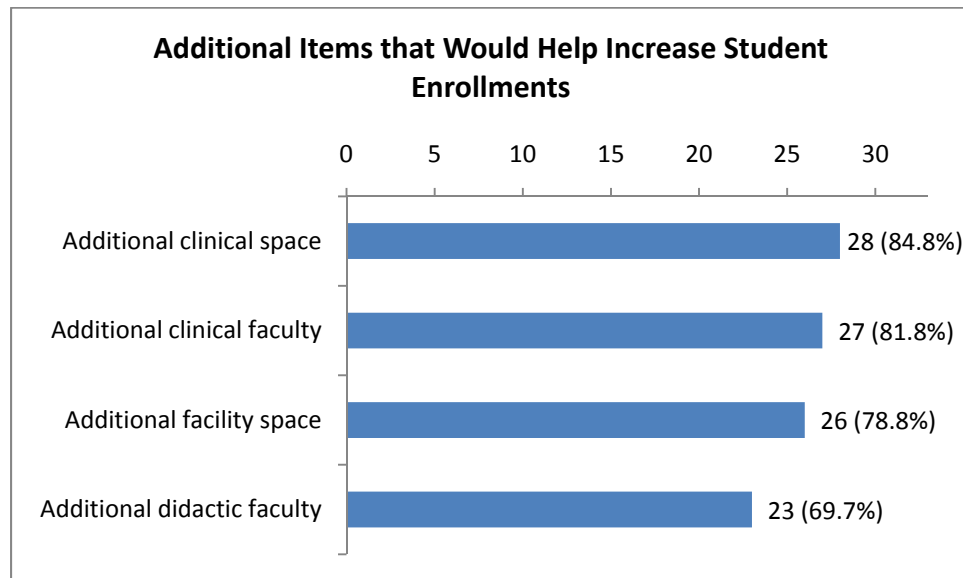
These same respondents were asked to indicate whether they perform a uniform exit interview for students who leave the program either through graduation or by dropping or failing out. Their responses are provided in Figure R.

**Figure R**



Respondents were asked what would help increase their enrollments of nursing students. Of the 33 respondents to this question, the majority indicated that additional clinical space would help increase enrollments, followed by additional clinical faculty, facility space, and didactic faculty. Figure S presents these results.

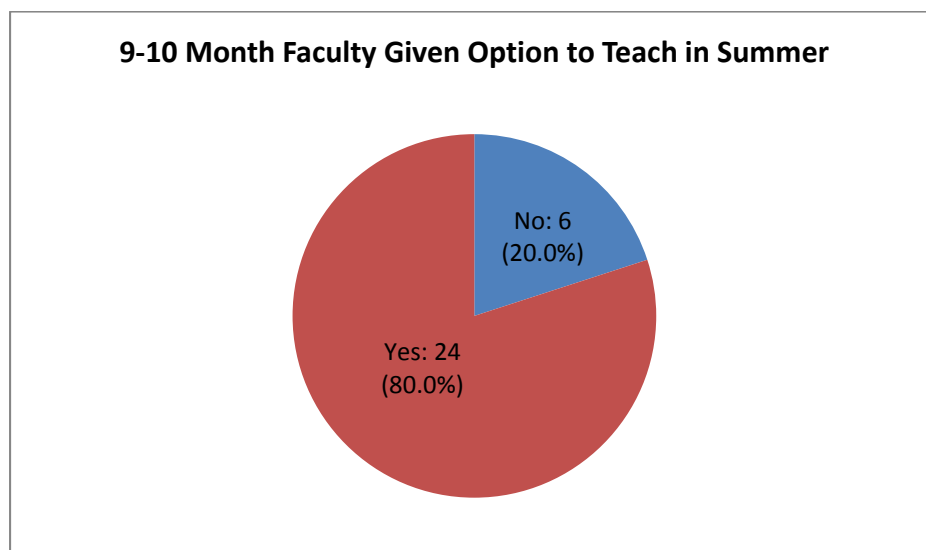
**Figure S**



## Faculty

Survey respondents were asked whether 9-10 month faculty are given the option of teaching courses in the summer term. The majority of the 30 institutions responding to this question offer their faculty this option. The results are summarized in Figure T.

**Figure T**



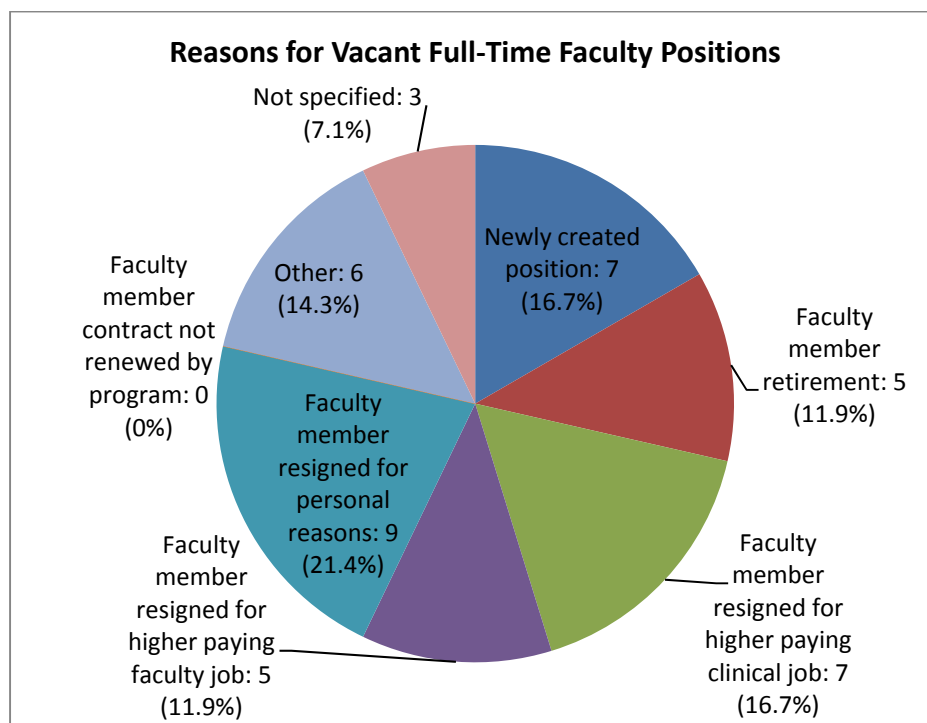
Respondents were asked to indicate the number of full-time nursing faculty positions they currently have filled and the number of vacant funded full-time nursing faculty positions their program currently has open. All 25 USG nursing programs, five of the six TCSG nursing programs, and four of the five private institutions with nursing programs responded to this question. Emory University did not respond to the survey and Gwinnett Technical College did not respond to this question. The results for the 34 other institutions are provided in Table C. The USG has the highest vacancy rate at 7.4 percent, followed by the TCSG institutions at 3.2 percent and private institutions at 1.8 percent. The total vacancy rate for the 34 nursing programs in Georgia that responded to the survey is 6.7 percent as of spring term 2009. It is important to note that this vacancy rate captures only the vacant funded positions; faculty positions that have gone unfilled due to budget cuts are not included in this rate.

**Table C**  
**Full-Time Faculty Positions and Vacancy Rate**

	USG	TCSG	Privates	Total
Number of full-time nursing faculty positions <u>filled</u>	503	30	55	588
Number of full-time funded nursing faculty positions <u>open</u>	40	1	1	42
Vacancy rate	7.4%	3.2%	1.8%	6.7%

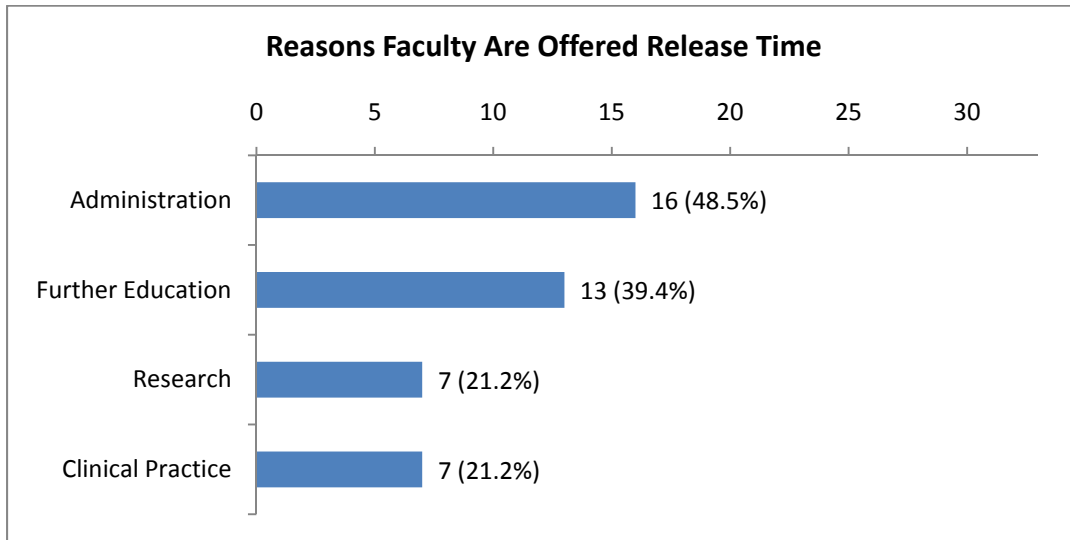
The survey respondents were asked to indicate why the 42 vacant full-time positions exist. Figure U presents the reasons given and the number of vacant positions for each reason. Only one primary reason for each vacant position is provided.

**Figure U**



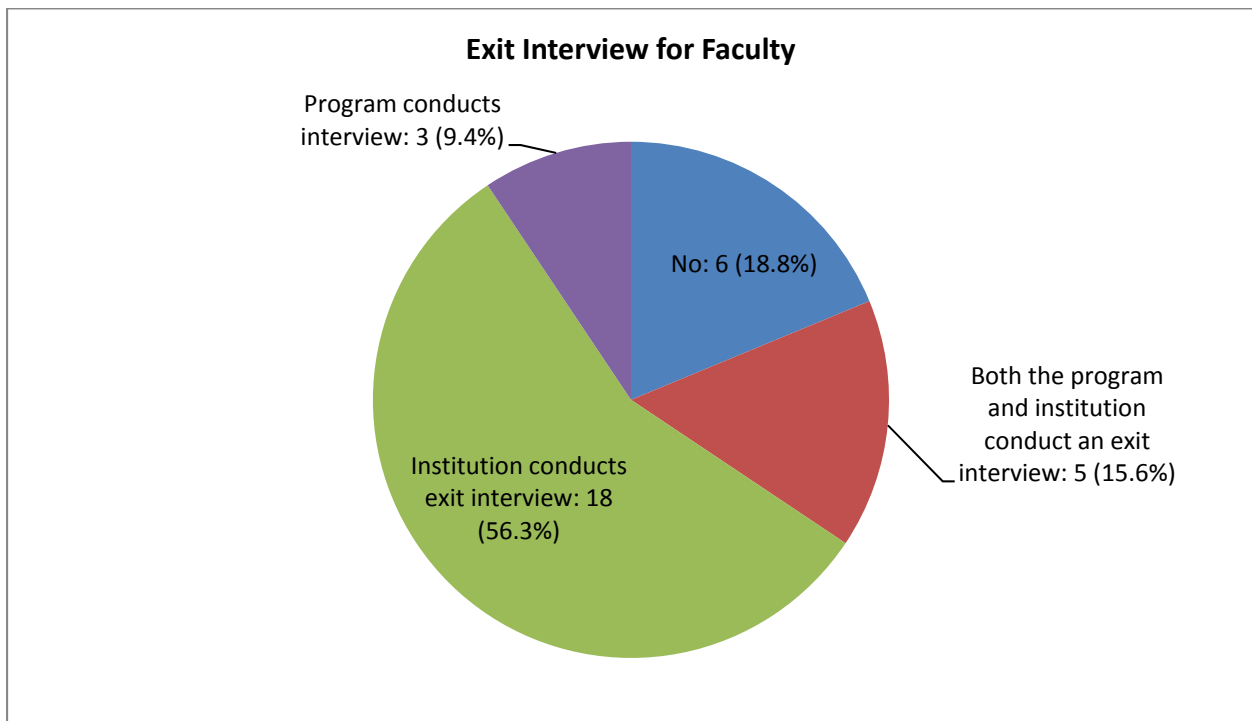
Survey respondents were asked about the reasons release time is given to faculty members. The reasons varied among the 33 respondents. Figure V presents the responses. Respondents could choose more than one answer.

**Figure V**



The survey also asked whether the program or institution conducts a uniform exit interview when faculty resign or retire. Figure W presents the results from the 32 respondents.

**Figure W**

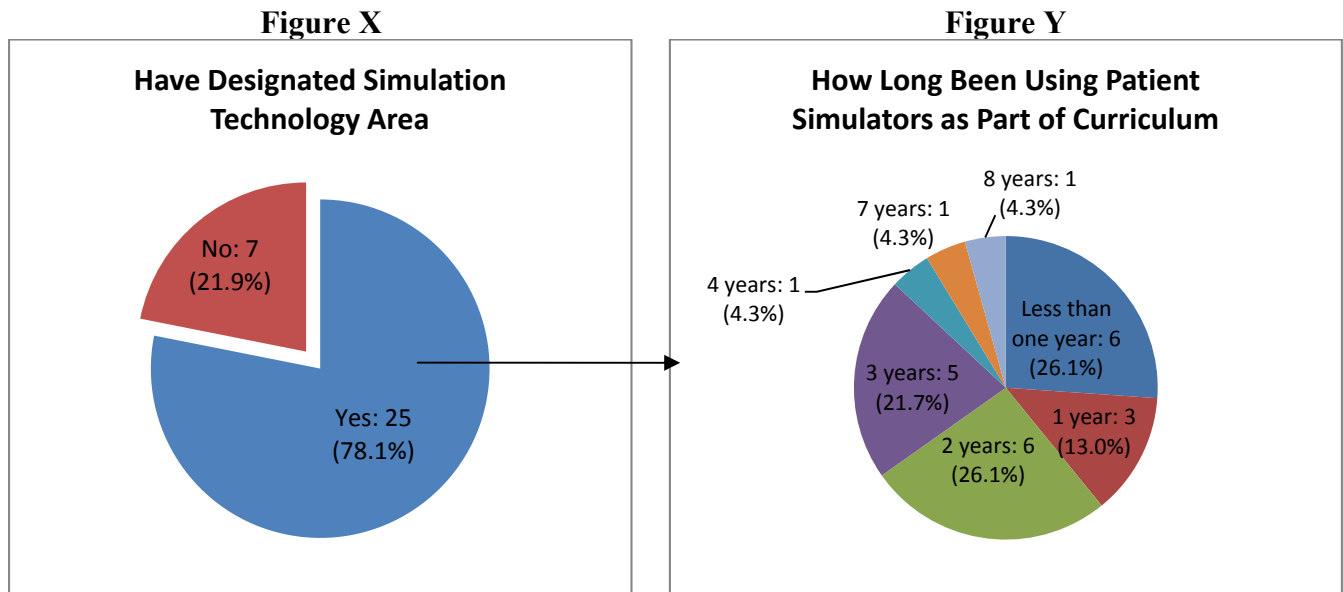


## Clinical Placement Sites

The survey asked respondents how many clinical practice sites their program has. Responses from the 33 respondents ranged from 5 clinical practice sites to 350 clinical practice sites. The average was 47.1 clinical placement sites and the median was 21 sites.

## Simulation

Respondents were asked to indicate whether or not their program has a designated lab area to house simulation technology (i.e., simulation lab/center, computer lab). The responses from the 32 respondents are summarized in Figure X. The respondents who indicated that they do have a designated simulation technology area were asked how long they have been actively using patient simulators as part of the curriculum. Figure Y presents the responses from the 23 institutions responding to this question.



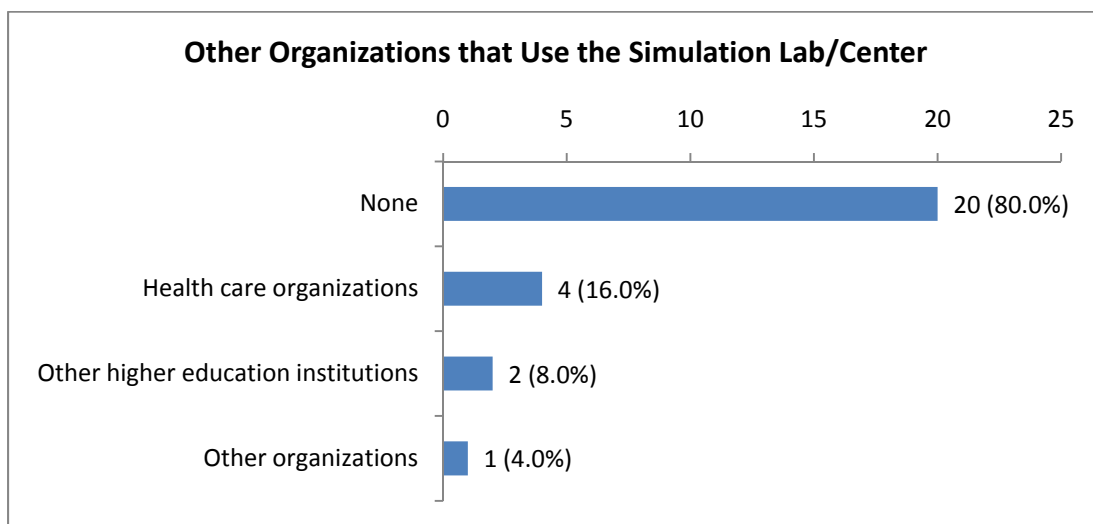
The survey asked respondents to indicate the approximate size of the simulation lab/center facilities and the number of students and faculty who can be accommodated in the space. Table D summarizes the results.

**Table D**  
**Size of the Simulation Lab/Center Facilities**

	Range	Average	Median
Approximate square footage	200 – 12,000 ft <sup>2</sup> (n=18)	2,716 ft <sup>2</sup>	1,890 ft <sup>2</sup>
Number of rooms comprising the lab/center	1 – 44 (n=25)	4.5	2
Number of students/faculty who can be accommodated at the same time in the lab/center	4 – 300 (n=22)	41.9	23

The survey also asked respondents which disciplines, other than nursing, use the simulation technology facility at their institution. Of the 25 respondents, 80 percent indicated that only nursing uses the simulation center currently. Five respondents (20 percent) indicated that other disciplines currently use the simulation lab/center. These disciplines include students studying dentistry, practical nursing, nursing assistantry, paramedic technology, surgical technology, medicine, physical therapy, cardiovascular technology, and other allied health fields. The survey also asked respondents to indicate what other organizations, if any, use the simulation center or lab. Figure Z presents the results. The majority of institutions (80 percent) do not share the use of the simulation lab/center with other organizations outside of their own institution, while a few share it with health care organizations and other higher education institutions. One institution indicated that it shares the center with an industrial company to train their industrial health nurses.

**Figure Z**

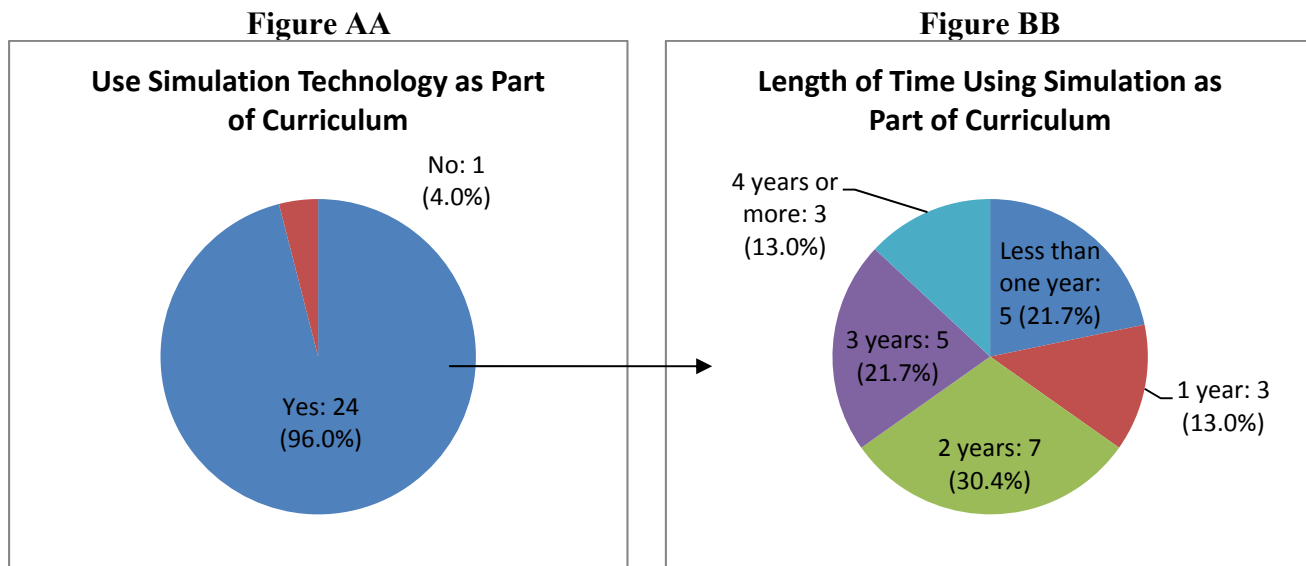


Survey respondents were asked questions about the utilization of the simulation services on a typical day during their busiest times. Table E presents the results for these questions.

**Table E**  
**Utilization of the Simulation Lab/Center Facilities**

	Range	Average	Median
Number of instructional hours per day	2 – 14 (n=23)	7.4	8
Number of clinical hours per day	0 – 14 (n=23)	7.3	8
Number of open practice hours per day	0 – 10 (n=23)	4.2	4
Number of students using simulation lab/center per day	8 – 60 (n=22)	23.2	20
Number of students using computer and video equipment per day	0 – 50 (n=16)	21.2	22.5
Number of hours computer and video equipment are used by students per day	0 – 13 (n=18)	6.1	8

Respondents were asked if the use of simulation technology was part of their curriculum and if so, how long they have actively been using patient simulators. Of the 25 respondents, 24 (96 percent) use simulation as part of their curriculum. Figure AA and Figure BB present these results. (One respondent did not indicate how long they have been using simulation as part of the curriculum.)



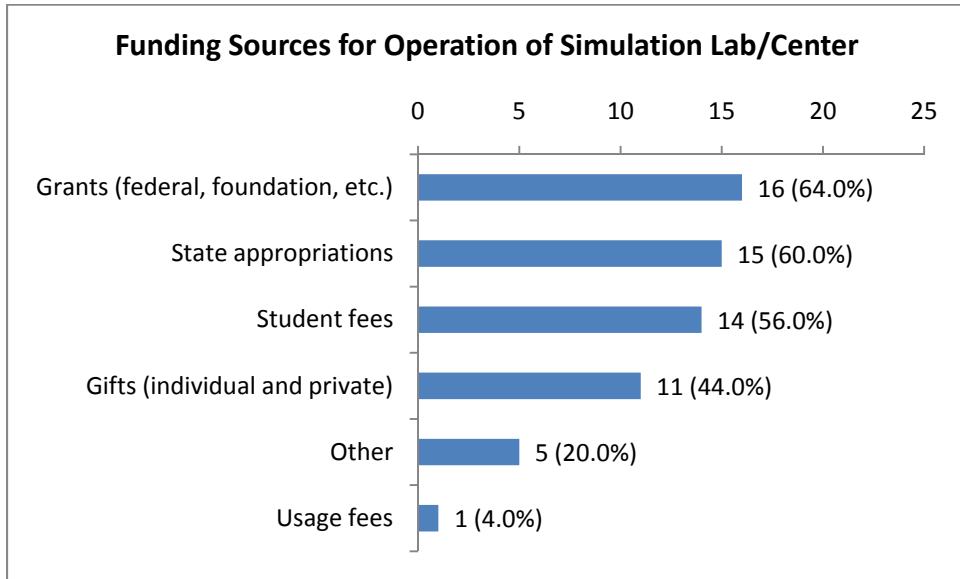
Survey respondents were asked if their institution employed designated faculty and/or staff who are assigned to the simulation lab/center. Of the 25 respondents, 18 (72 percent) hired designated faculty and/or staff for the simulation lab/center. Table F presents the results.

**Table F**  
**Designated Personnel for Simulation Lab/Center**

	Range	Average	Median
Number of faculty positions designated for each simulation lab/center	1 -14 (n=11)	3.5	2
Number of staff positions designated for each simulation lab/center	0 – 2 (n=12)	1	1

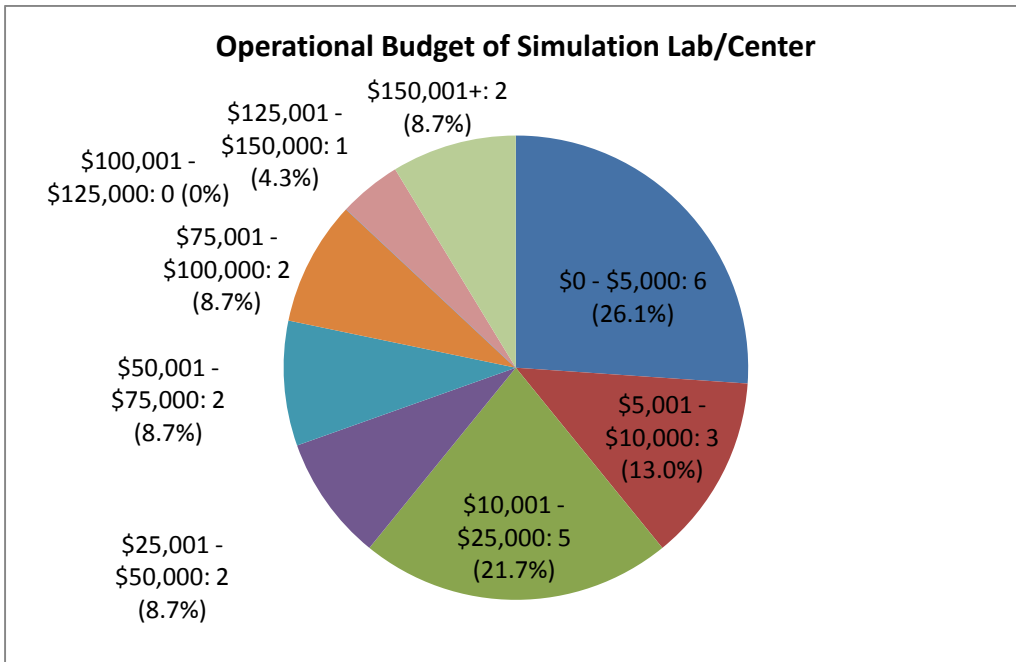
Respondents were also asked to indicate the funding sources that contribute to the operations of their simulation lab/center. Respondents could select all that apply. The 25 responses are provided in Figure CC.

**Figure CC**



Respondents were also asked to indicate their operational budget for their simulation center. Twenty-three nursing programs responded to this question. Responses are summarized in Figure DD. Results indicate that the operational budgets of the simulation lab/centers range from less than \$5,000 to more than \$150,000 each year.

**Figure DD**



## **Summary**

The data presented in this report provide a summary of the results received from the nursing programs surveyed in Georgia in the spring 2009. The topics covered – admission requirements, curriculum, students, faculty, clinical placement sites, and simulation – are meant to provide useful data for planning purposes for the individual nursing programs, colleges and universities, educational systems, and state policymakers. For more details, please contact the Center for Health Workforce Planning and Analysis.

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