

A woman with her hair in a bun, wearing a white lab coat, is seated and reading a book. She is positioned in front of a large window that looks out onto a city street with buildings and cars. The scene is brightly lit, suggesting daytime. The image has a soft, slightly desaturated blue tint.

ANNUAL REPORT

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2006-2007

**Nursing Education Task Force**  
of the  
**University System of Georgia**

# TASK FORCE MEMBERSHIP

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Chair, Department of Nursing  
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**Dr. Cathie Hudson**, Board of Regents Liaison  
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## Executive Summary

### Background

An adequate supply of registered nurses is essential to achieving quality, accessible health care for the nation's citizens, and demographic, economic, and technological forces are increasing pressure on the health care system. Shortfall projections vary widely; HRSA estimates a US shortfall of nearly one million registered nurses by 2020. More conservative estimates project a shortfall of 340,000 nurses. Both figures show the United States is experiencing the worst nursing shortage in 50 years.

Demographics, shifting values and priorities, and technological advances contribute to the shortage. Faculty shortages, constrained budgets and lack of clinical training placement sites prevent schools from further increasing capacity to admit more nursing students. The same demographic, economic and technologic factors stressing the health care delivery system nationally are a force in Georgia, with an expected shortfall of about 8000 RNs in 2012.

### University System of Georgia Response to Nursing Workforce Shortage

The USG plays a critical role in nursing education in Georgia. In 2006, USG institutions graduated 1,726 prelicensure students or approximately 79 per cent of the prelicensure graduates in Georgia.

In June 2006, the Task Force on Health Professions Education, chaired by Daniel Rahn, MD, MPA, Senior Vice Chancellor for USG Health and Medical Programs and President, Medical College of Georgia, released a final report of *Finding and Recommendations*. This report outlined the extent of the health professions shortage in Georgia; the startling statistics revealed in this report prompted action across the USG. In August 2006, SVC Dan Rahn appointed the Nurse Education Task Force (NETF) to

study the current nurse education infrastructure and make recommendations to address the nursing shortage in Georgia. Task force members represent USG institutions and other key stakeholders.

The Task Force is charged to:

- Verify appropriate targets to meet projected need for ADN and BSN nurses.
- Recommend strategies to increase the number of qualified graduates at each degree level.
- Recommend new resources needed.
- Recommend ongoing data/information needs to monitor supply and demand of both students and faculty and identify factors contributing to career satisfaction and dissatisfaction of graduates who become nurses and nursing faculty.

The primary goal of the NETF is to increase by 50% the number of new nurses prepared in the USG by 2010, from 1,726 to approximately 2700, through growth and efficiencies.

The NETF conducts the work through four subgroups: Clinical Training/Partnerships, Curriculum, Faculty, and Students and a Data/Technical Subgroup to provide data, technical assistance, and support to the Task Force sub-groups.

The Faculty Subgroup is identifying and addressing recruitment and retention of sufficient numbers of high quality faculty; faculty vacancies are a major factor in USG institutions' inability to admit more students. Significant contributing factors are salaries substantially lower than clinical positions with the same education and experience, aging and lack of diversity in demographics, and lack of doctoral preparation.

The Student Subgroup is targeting two major areas impacting production of nurse graduates in Georgia: admission of students better prepared to succeed in nursing and support for programming and support systems for students identified at risk. By collecting data on USG nursing programs' admissions requirements, the Subgroup is identifying successful student retention strategies, including underrepresented minorities, to share with all programs.

The Clinical Training/Partnerships Subgroup focuses on problems and opportunities related to expansion of clinical capacity. This group is exploring interactive central placement software to address efficiency in placements in partnership with the Georgia Hospital Association, developing a standardized credentialing process for all clinical sites, and creating a system-wide plan for simulation training for programs without access.

The Curriculum Subgroup is charged to (1) identify and address curricular issues that have, or have the potential to, influence retention and graduation rates of qualified students in nursing programs and (2) to recommend the appropriate proportion of ASN, BSN and new masters CNL in the USG system. This group is creating a "tool-kit" of best practices to share system-wide and is working on a curriculum development module for system-wide use (for the tool-kit). An on-line learning module for medication calculations is a finished product.

The Research and Data Development Subgroup provides consultation, technical support, and data and policy analysis for the four subgroups. From the outset, lack of nursing education data related to faculty, students, graduates, costs, and operations hampered analyses of the issues. The office of Dr. Cathie Hudson, USG Associate Vice Chancellor for Research and Policy, produced over 200 tables and documents for the subgroup.

## **Nursing Education Task Force Outcomes**

The NETF completed its first year with the following deliverables:

- Nursing Education Initiative with funding for 16 USG nursing programs;
- A peer reviewed pharmacology/ medication administration module for use by individual students and by faculty in classrooms developed by an expert panel of nurse educators and instructional designers from USG and the Medical College of Georgia;
- Several data and policy reports; and
- Plans for
  1. Orientation workshop for all USG new faculty, media-based modules with the workshop content, and methods to support mentoring of new faculty,
  2. Workshop to enhance statewide learning resource centers,
  3. System-wide procurement,
  4. Submission of federal grants focusing on student retention, faculty development in simulated teaching/learning, and increasing diversity among faculty,
  5. Curriculum "toolbox" with methods and materials to enhance curriculum development, including high quality peer reviewed curriculum modules and brief "learning objects" prepared by nurse educators and instructional designers,
  6. Final recommendation for the optimal mix of USG Associate and Baccalaureate Degree graduates.

## Introduction

This report represents the work of the University System of Georgia (USG) Task Force on Nursing Education appointed by Daniel Rahn, MD, MPA, Senior Vice Chancellor for USG Health and Medical Programs and President, Medical College of Georgia, in 2006.

The charge to the Task Force was to:

- Verify appropriate targets to meet projected market demand for ADN and BSN nurses.
- Recommend strategies to increase the number of qualified graduates at each degree level.
- Identify and recommend new resources needed.
- Recommend ongoing data/information needs to monitor supply and demand of both students and faculty and identify factors contributing to career satisfaction and dissatisfaction of graduates who become nurses and nursing faculty.

Part I of this NETF Annual Report presents the national, state and USG context for the work of the Task Force. Part II describes the work and deliverables of the NETF, and Part III reports the work of the four subgroups: Clinical Training/ Partnerships, Curriculum, Faculty, and Students. An additional Data/Technical Sub-group provides data, technical assistance, and

support to the Task Force sub-groups. The appendices include data and policy reports generated by the NETF members and the Office of Research and Policy Analysis, Dr. Cathie Hudson, USG Associate Vice Chancellor.



### National Context

An adequate supply of registered nurses is essential to achieving quality accessible health care for the nation's citizens. In 2004 (the most recent date for which data are available), an estimated 2.5 million nurses were employed in the United States (HRSA, 2004). However, demographic, economic, and technological forces are increasing pressure on the health care system, and the supply of nurses to meet the demand for care is falling behind. The current nursing shortage, now in its tenth year, is the worst in 50 years. Shortfall projections vary widely. HRSA projected a shortfall of nearly one million, by the year 2020. To offset this need, HRSA projects that nursing schools must increase the number of graduates by 90 percent (HRSA, 2006). Another projection based on HRSA data estimates a shortfall of 340,000 registered nurses. Both estimates are more than enough to incapacitate the nation's healthcare system. (Auerbach, Buerhaus & Staiger, 2007; Smith, 2007). Developing effective strategies for dealing with the nursing shortage requires understanding of the forces that have created and continue to shape the current environment of nursing.

### Demographics

The baby boom generation, now reaching retirement age, will consume more health resources, including nursing care. Paradoxically, the relative smaller size of the next generation means fewer workers entering the workforce. With more options open to them, women have left nursing and men are not entering the profession in

sufficient numbers to replace them. In 2004 (the most recent date for which data are available), the average age of the nursing workforce climbed to 46.8 years, the highest average age since the first report was published in 1980 (HRSA, 2006), and many nurses will retire in the next decade. The average ages of doctoral degree-prepared nurse faculty were 58.6 (professors), 55.8 (associate professors), and 51.6 (assistant professors). For master's degree-prepared nurse faculty, the average ages were 56.5 (professors), 54.8 (associate professors), and 50.1 (assistant professors) (AACN, 2006a). Compounding the decreasing diversity in age and experience levels among faculty, nursing has not attracted or recruited faculty or students from underrepresented minorities in proportion to their representation in the population.



## Values

Younger generations' values and expectations are at odds with what they perceive to be the values and working conditions of healthcare systems, particularly hospitals. For this reason, this generation does not tend to view nursing as an appealing profession. Healthcare systems are required to do more with fewer resources and technology increases the complexity of care. As a result work has become more demanding and stressful for nurses, making it difficult to retrain and recruit staff. Nursing traditionally has not been recognized as a value-added service and its contributions not quantified. In an environment demanding accountability and quality, nursing does not fare well because it is difficult to quantify value and compensate accordingly (Kimball & O'Neil, 2002).

Nurse staffing, including the ratio of nurses to patients and also the level of education of the workforce, directly affects quality of care. Tourangeau, et. al. (2006) found lower 30-day mortality rates associated with hospitals having a higher percentage of registered nurse staff, a higher percentage of baccalaureate-prepared nurses, a lower amount of nursing staff per weighted patient case, and higher nurse-reported adequacy of staffing and resources. A 2002 study (Aiken, et.al.) showed that each additional patient added to the average workload of staff registered nurses increased the risk of death following common surgical procedures by 7 percent. The risk of death was more than 30 percent higher in hospitals where nurses' mean workloads were 8 patients or more each shift than in hospitals where nurses cared for 4 or fewer patients. A 2003 study (Aiken,

et.al.) concluded that hospitals with higher proportions of nurses educated at the baccalaureate level or higher experienced lower mortality and failure-to-rescue rates.

Independent random sample surveys conducted in 2004 and 2005 found a majority of RNs, physicians, chief nursing officers, and hospital chief executive officers perceived the nursing shortage had negatively impacted a number of care delivery process indicators, hospitals' capacity to provide services, RNs' ability to provide care, and the Institute of Medicine's six aims for improving quality of healthcare systems (Buerhaus, et.al, 2007). While the number of graduates has been increasing slowly since 2001, the numbers are neither sufficient to meet current demand nor to achieve the numbers needed for the next decade (HRSA, 2006).

Faculty shortages, budget constraints, and lack of clinical training placement sites prevent schools from further increasing capacity. The National League for Nursing estimates 92,000 qualified applicants to entry-level nursing programs were turned away in 2005, primarily due to faculty shortages. Retirement and ability to command better salaries in clinical and other settings are cited as primary reasons for inability to expand faculty and increase student capacity. Faculty retirements will drain schools of experienced educators who can fill key administrative positions, mentor new faculty, and advise graduate students (Robert Wood Johnson Foundation, 2007).

Federal legislators have demonstrated a commitment to addressing this health

care crisis by nearly doubling the amount of funding for Nursing Workforce Development programs (Title VIII of the Public Health Service Act) from \$78.8 million in FY 2001 to \$149.7 million in FY 2006. However this is not enough to alleviate the crisis. To fill the gap and better address local needs, a number of state initiatives are underway, and these appear to be multiplying. Most efforts center on state legislation to remove barriers to nursing education, particularly at the graduate level (AACN, 2006b)

### **Georgia Context**

The same demographic, economic and technological factors stressing the health care delivery system nationally are becoming apparent Georgia. The state's population is expected to grow by nearly 1.8 million (20 percent) over the next ten years. By 2015, approximately 14 percent of the population will be over 65 years of age. Racial and ethnic minorities will comprise about 40 percent of the population. Although Georgia is the ninth largest state, it ranks 19<sup>th</sup> among states in the production of new nurses. Among the largest 15 states, Georgia, New Jersey, and Washington produce far fewer nurses relative to their population size.

An estimated 66,500 registered nurses were employed in Georgia in 2004 (HRSA, 2004). The Georgia Department of Labor (2006) projected nearly 20,000 additional registered nurses will be needed in Georgia by 2012. If all Georgia institutions continue to produce RN graduates at the current rate, the state will experience a shortfall of about 8,000 RNs in 2012, assuming all these

graduates pass the examination, reside in Georgia and work full time (USG Task Force on Health Professions Education, 2006).<sup>1</sup>

Nursing education for registered nurse students in Georgia is offered by 25 University System of Georgia (USG), seven private, and five Department of Technical and Adult Education (DTAE) institutions. These Associate of Science in Nursing (ASN), Bachelor of Science in Nursing (BSN), and one new Master of Science in Nursing (MSN/Clinical Nurse Leader masters entry) degree programs graduate candidates who are eligible for RN licensure. While considered undergraduate programs, RN to BSN programs ("completion degrees") do not produce new nurses. The USG Board of Regents has approved all three types of prelicensure degree programs (those that result in an RN) in USG institutions. In FY2006, these prelicensure programs graduated an estimated 1,726 new nurses.<sup>2</sup>

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<sup>1</sup> In 2006 Georgia's overall pass rate of 90.3 percent (USG pass rate, 90.6 per cent) exceeded the national pass rate of 88.1 percent, and it placed Georgia 8<sup>th</sup> among the states and the District of Columbia in the overall state pass rate. Data for repeat test takers in Georgia are not available; however data from NCSBN indicated 42.6% of all U.S. educated repeat test takers passed the exam in 2005, the most recent date for which information is available (NCSBN, 2005)

<sup>2</sup> The University System of Georgia collects data on graduates of ASN and BSN programs. However, the data systems do not differentiate between RN programs and RN to BSN programs. Although we know that the numbers of RN to BSN graduates are a small proportion of BSN graduates, the USG does not currently collect sufficient data to track these numbers. The USG Nursing Education Task Force Survey (January 2007) found that there were 209 RN to BSN graduates in FY2006; thus the number of prelicensure graduates was 1,726 (Hudson, 2007).

Of all shortages, nursing faculty is the most critical because of the role in maintaining a flow of new nurses into the workforce. Nationwide, the estimated number of budgeted, unfilled full-time faculty positions is 1390, representing a 7.9 percent vacancy rate in baccalaureate and higher degree programs and a 5.6 percent vacancy rate in associate degree programs (Kovner, Fairchild, & Jacobson, 2006). A 2006 survey of all nursing deans in Georgia (USG, DTAE, and private programs)<sup>3</sup> documented a total of 513 current faculty, and 55 funded vacancies (8% vacancy rate) with 19 planned retirements in one year and 63 anticipated in 5 years.



Aging of faculty with fewer replacements entering the pipeline and less attractive salaries than in the service sector are major causes of the nursing faculty shortage. As previously discussed, the national mean age of faculty has increased steadily from 1993 to 2004 for both doctoral-prepared faculty and master's-prepared faculty in baccalaureate and higher degree programs (AACN, 2007). Data are not available for Georgia, but it is reasonable to assume similar conditions are present.

Nursing faculty salaries in Georgia have not kept pace with salaries in health care delivery settings. While exact data regarding Georgia nursing faculty salaries are not available, a 2006 survey suggests that salaries for masters-prepared faculty average \$45-47,000 for 10 months (actual and pro rated full time salaries estimated at \$55-57,000) (Darden, 2006). These salaries are well below the mean salaries for nurse manager (\$66,303), nurse practitioner (\$73,300), and clinical supervisor positions (\$65,520) reported by the Georgia Hospital Association (2006). However, nurse managers and clinical supervisors often are educated at the baccalaureate level or below while faculty must have at minimum a master's degree in nursing.

In summary, the state of Georgia is facing a critical and worsening shortage of registered nurses. A substantial part of the solution is to increase the number of prelicensure graduates. However, the factors limiting educational institutions' ability to increase their capacity must be identified and addressed.

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<sup>3</sup> Two private schools declined to participate.

## Part II - University System of Georgia Response to Nursing Workforce Shortage

The USG plays a critical role in the education pipeline that results in a quality healthcare work force for Georgia. In June 2006, the Task Force on Health Professions Education, chaired by Senior Vice Chancellor Dan Rahn, released a final report of *Findings and Recommendations*. This report outlined the extent of the health professions shortage in Georgia and gave recommendations to address shortcomings in the current system; nursing education was analyzed as part of this report. USG institutions graduated 1,726 prelicensure students or approximately 79 percent of the prelicensure graduates in Georgia in 2006; DTAE institutions graduated 7 percent of the prelicensure graduates, and private colleges, 14 percent. From 1996 to 2006, the total number of undergraduate nursing degrees conferred declined 23 percent. While this total figure includes both prelicensure degrees and RN-BSN degrees, the overall trend in Georgia has been a decline in the number of nursing degrees conferred over the last decade.

Number of USG Nursing Degree Programs						
Prelicensure			Post Licensure			
ADN	BSN	MSN (CNL)	RN-BSN	MSN	DNP	PHD
13	12	1	14	11	1	2

Long reported to be a major issue in Georgia, the number of denials of applicants to prelicensure nursing programs has been unknown. In Spring 2007, the USG Office of Research and Policy Analysis documented that USG

nursing programs denied admission to 2000 qualified applicants, most of whom were not admitted to other USG nursing or other health professions programs within the same admission cycle. Increasing capacity at USG and DTAE institutions is a complex task that must address faculty issues, student preparation and success, and curriculum and clinical training needs.

In August 2006, SVC Rahn appointed the Nurse Education Task Force (NETF) to study the current nurse education infrastructure and to make recommendations that would address the nursing shortage in Georgia. The twelve-member task force includes representatives from USG institutions, the Georgia Board of Nursing, Department of Technical and Adult Education (DTAE), and the Georgia Area Health Education Centers (AHEC). Other key stakeholders include the University of Georgia, Georgia Hospital Association, Georgia Department of Human Resources, Division of Public Health, and private nursing programs. These stakeholders are participating in the work of the task force subgroups by providing data, different perspectives, recommendations, and connections with others key to the subgroup goals. The NETF met semi-monthly during Fall 2006 and monthly through June, 2007.

The Task Force set as its primary goal to increase the number of **new registered nurses** prepared in the USG nursing programs by 2010. The NETF identified target outcome indicators related to faculty, students, and programs.

- Faculty indicators: salaries based on type of position (full or part time, 9,10 or 12 months), educational preparation, rank, age, gender, race, and year of planned resignation or retirement;
- Student indicators: age, gender, race, academic progression, graduation, licensing exam pass or fail, and place of employment; and,
- Program indicators: types of degrees and rates of completion, faculty numbers, types and amount of funding, and denial of qualified and unqualified applicants.

The NETF soon learned that baseline data for most of these variables were not available or were from survey estimates containing some errors or coding issues that could not be unraveled on the short term. When system data could not be obtained, the Task Force, the subgroups, and USG staff surveyed all nursing programs in Georgia, including DTAE and private schools and USG programs as needed.

To address the primary goal of preparing new nurses, the NETF submitted a proposal with a request for funding to address individual USG institutional challenges to increasing the number of prelicensure graduates. The Nursing Education Initiative (see Appendix 7), approved by SVC Rahn and other USG administrators, included a competitive process by which each institution could submit a 3 year plan to increase prelicensure graduations by 50 percent (from 1,726 to approximately 2,700). The Initiative also included a request to fund two new staff positions to support the work of the NETF -- one

requiring expertise in large project coordination and the other, expertise in statistical and policy analysis. A total of \$3,000,000 was allocated on a recurring basis.

The Faculty Subgroup completed the task of selecting and recommending proposals for approval in June 2007 (see Part II, Faculty Subgroup Report). At the beginning of the 2008 fiscal year (July 2007), \$2,800,000 was distributed to 16 USG nursing programs with a commitment of a collective 40 percent increase in graduates by 2010. The Faculty Subgroup is charged with supporting and monitoring the program outcomes and making annual recommendations to continue the funding based on goal achievement. To fund the staff positions and support the work of the NETF, an additional 275,000 was allocated.



The NETF completed its first year with the following deliverables:

- Nursing Education Initiative with funding for 16 USG nursing programs.
- A peer reviewed pharmacology/ medication administration module developed by an expert panel of nurse educators and instructional

designers from USG and Medical College of Georgia for all Georgia nursing programs (for use in individual student learning and by faculty in classrooms).

- Several data and policy reports.
- Planning for
  - Orientation workshop for all USG new faculty, media-based modules with the workshop content, and methods to support mentoring of new faculty;
  - Workshop to enhance statewide learning resource centers;
  - System-wide procurement;
  - HRSA Division of Nursing grants focusing on student retention, faculty development in simulated teaching/learning, and increasing diversity among faculty;
  - Curriculum “toolbox” with a variety of methods and materials to enhance curriculum development, including high quality peer reviewed curriculum modules and brief “learning objects” prepared by nurse educators and instructional designers; and,
  - Final recommendation for the optimal mix of USG Associate and Baccalaureate Degree graduates



## Part III - NETF Subgroup Reports

The work of the NETF was managed through four subgroups with volunteer task force members as leads. While there was some overlap in issues, this structure guided discussions and NETF processes. The subgroup leads and members invited others in the nursing education community to participate in the subgroups, thus engaging a wider range of participants in the NETF as a whole. Toward the end of the first year, the Task Force created the Data/ Technical Subgroup to support the original four subgroups and the overall NETF projects.

### **FACULTY SUBGROUP**

The purpose of the Faculty Subgroup is to identify and address issues related to recruiting and retaining sufficient numbers of high-quality faculty members. Faculty vacancies are a major contributor to USG institutions' inability to admit more students. The Faculty Subgroup identified significant factors to be comparatively low salaries, aging and lack of diversity in demographics, and mid-range credentials when doctoral preparation is preferred.

Current USG nursing faculty members are predominantly older, with many retiring or near retirement. In a 2006 national survey (Kovner, Fairchild & Jacobson), the vast majority of nursing faculty was reported to be female, reflecting a persistent trend in nursing. Faculty are predominantly Caucasian and do not mirror the diversity of the population or potential students. Data collected in 2001 by the Southern

Regional Education Board suggested that nursing faculty in the region is somewhat more diverse than nationally, but still not representative of southern demographics.

A 2006 National League for Nursing survey (Kovner, Fairchild and Jacob) found less than half of full-time faculty in baccalaureate and higher degree programs held doctorates and only 6.6 percent of associate degree program faculty held doctorates. The master's degree was the most common credential among part-time faculty; 42.4 percent of associate degree program faculty held the baccalaureate degree as their highest earned credential. The Faculty Subgroup is launching a survey, in September 2007, to collect data on faculty preparation in Georgia nursing programs.

Nursing schools compete for new graduates with advanced degrees with clinical and other healthcare institutions which offer more attractive salaries. Faculty salaries are well below those for clinical positions requiring less or similar educational preparation. Furthermore, programs compete with one another for administrators and faculty members. Faculty members commonly work as staff nurses on weekends to supplement their salaries.

Other issues related to the faculty shortage identified by the Subgroup include:

- lack of a centralized, accurate data source regarding nursing faculty;

- limited number of faculty to teach the prerequisite science component of the nursing curriculum courses; and
- lack of funding for graduate nursing education to facilitate baccalaureate and masters prepared nurses' education for the nurse-educator role.

### Activities/Outcomes

- Developed all materials and processes to distribute \$2,800,000 of recurring funds to 16 USG nursing programs with quality proposals to increase the number of new prelicensure graduates; reviewed the proposals and consulted with leaders of nursing programs seeking funding; made recommendations to SVC Rahn; and consulted as requested to explain the process and the outcomes.
- Determined the need for annual system-wide orientation of new clinical faculty members and

sought funding to support a series of workshops or Internet-based modules (learning programs). Laid the foundation for the first workshop and for future module development. Funding will be available for a workshop in spring 2008. The Faculty Subgroup will provide leadership for these activities.

- Identified a need to enable retired nursing faculty to continue to work without jeopardizing their retirement benefits.

### Long Term Goals

The Faculty Subgroup developed a list of potential ways to recruit and retain faculty, each item to be considered and presented for action by the larger NETF.

- Develop strategies to increase compensation of full time and part time nursing faculty so salaries are competitive with market salaries of nurses with similar education and experience.



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- Create methods to add new nursing and science faculty positions, as indicated, to accommodate increased capacity and to prevent delay of student progression.
- Design nursing faculty workloads to provide for student interaction, faculty development, and innovation in nursing education.
- Improve image of nursing faculty role to attract expert clinical nurses.
- Determine issues related to recruiting and retaining faculty.
- Develop new faculty orientation and mentoring programs; partner with USG GA LEADS (Lifelong Education and Economic Development Services) and other potential funding sources to support these initiatives.
- Promote adjunct and joint appointments for nurses in clinical settings.
- Establish twelve-month faculty contracts when appropriate for accelerated programs.
- Support doctoral education for faculty members through cancelable loans and scholarships, flexible programming, and release time.
- Fund malpractice premiums for nursing faculty, especially advanced practice nurses.

### **Efficiency Strategies**

- Explore the sharing of specialty faculty (e.g. Pediatrics, Mental Health, etc.) across institutions.

### **Diversity**

- Develop long term strategies to diversify nursing faculty to include people of underrepresented racial/ethnic minorities, all genders, and all ages.

### **Faculty Subgroup Membership**

Dr. Joan Darden, Lead  
Vice President for Academic Affairs  
Professor of Nursing  
Darton College

Dr. Susan Kelley  
Dean and Professor  
College of Health and Human Services  
Georgia State University

Dr. Jean Mistretta  
Assistant Vice President of Health Services  
Georgia Perimeter College

Dr. Eula Aiken  
Southern Regional Education Board  
Council on Collegiate Education for  
Nursing

Dr. Toni Barnett  
Department Head and Professor  
Department of Nursing  
North Georgia College & State University

Dr. Camille Stern  
Professor and Department Head  
Department of Nursing  
Armstrong Atlantic State University

Dr. Charlotte Price  
Chair  
Department of Nursing  
Augusta State University

## STUDENT SUBGROUP

The purpose of the Student Subgroup is to identify major areas that impact the production of new nurse graduates in Georgia, propose solutions to barriers to increasing graduates, and implement these solutions as approved by USG administration. Two other goals of the Student Subgroup are the admission of better qualified students prepared to succeed in nursing and the development of student support programming and systems for students identified to be at risk for not progressing as intended.

### Activities/Outcomes

- Initiated a plan for HRSA Division of Nursing grant submission December 2007 to address student attrition through system-wide strategies
- Explored the use of a system-wide nursing application form that would allow students to apply to programs of their choice simultaneously. The concept was not approved by USG deans and directors because most programs are at capacity, and did not need more applicants. A pilot to test the feasibility of a common application among a group of schools was planned.

### Long Term Goals

The Subgroup made the following recommendations and also acknowledged the need for additional data to support or implement the recommended strategies:

- Identify admission criteria and best practices in admissions procedures for use in identifying applicants most likely to succeed in Georgia nursing programs.

- Collect data about profiles/ characteristics of successful students to guide recruitment strategies.
- Provide financial and logistical support for students who agree to relocate for nursing school and are willing to return to home to work two or more years.
- Determine where current graduates of programs work after graduation.
- Increase access to proven retention strategies for Georgia nursing students at risk for attrition and NCLEX<sup>4</sup> failure through academic/ professional counselor positions, peer tutoring, and remediation coursework.
- Provide incentives for practicing nurses who serve as student mentors.
- Develop a statewide system of collaboration with Georgia high school and USG advisors of first-year students to recruit the most qualified applicants to nursing.
- Identify best practices for accelerated nursing education and increase the number of programs for applicants with baccalaureate degrees in fields other than nursing.

Longer term goals include to:

- Address the racial/ethnic composition across the state, increasing efforts to recruit, mentor and sustain enrollment in under-represented groups.

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<sup>4</sup> National Council Licensure Examination (NCLEX) is administered by The National Council of State Boards of Nursing, Inc. Passing the NCLEX is required for register nurse licensure. <https://www.ncsbn.org>.

- Improve middle school and high school counselors' ability to advise for nursing careers.
- Identify learning styles and educational strategies most successful for current learners and provide statewide development programs for faculty to incorporate needed changes in teaching.

### **Efficiency Strategies**

Develop system-wide processes and purchases to take advantage of economies of scale:

- nursing core coursework;
- academic advising resources and personnel (online, on telephone and around state);
- fund dedicated nursing advisor positions in nursing programs at each institution;
- a system-wide curriculum for "Advantage Programs" (5-7 week "boot camps" for students at risk or otherwise disadvantaged due to minority/under-represented group status) strategically placed around state and taught by faculty from across state;
- resources to save students money, for example
  - common policy and resources for criminal background check, drug screening; one fee for all,
  - text book consortium among those programs that will use same texts, and
  - standardized testing fees, purchase of standardized testing products;
- USG Nursing Programs' comprehensive marketing plan and materials (i.e., ads across

state, gender and ethnic sensitive brochures, websites, telephone hotline, targeted recruitment); and

- nursing recruitment fairs

### **Diversity**

- Increase recruitment and expand enrollment into second entry programs (BSN and entry-level MSN) -- more diverse and more likely to achieve leadership positions within the profession and able to assist in future recruitment and mentoring.
- Provide accelerated programs students scholarships/financial aid sufficient to meet financial need, allowing full-time study.
- Increase financial support for bi-lingual students; incorporate foreign language requirement into nursing core.
- Deploy academic and professional counselors to facilitate recruitment and application by minorities and other under-represented groups.

### **Student Subgroup Membership:**

Dr. Anita Hufft, Lead  
Dean, College of Nursing  
Valdosta State University

Ms. Denise Kornegay  
Director  
Area Health Education Center

Dr. Lisa Eichelberger  
Dean, School of Nursing  
Clayton State University

Dr. Kim Cribb  
Chair, Division of Nursing  
Darton College

## **CURRICULUM SUBGROUP**

The Curriculum Subgroup's charge is to identify and address curricular issues that have, or have the potential to, influence retention and graduation rates of qualified students in nursing programs. The Curriculum Subgroup also is charged with recommending the appropriate proportion of ASN, BSN and new master's entry program (Clinical Nurse Leader) in the USG system.

In relation to retention and graduation rates, the group decided the most effective short term actions should focus on increasing retention of currently enrolled students who are capable of successfully completing a nursing program of study and passing the NCLEX. The Subgroup surveyed all nursing schools in Georgia to identify (1) existing curricular initiatives and best practices, and (2) current and potential barriers to curricular improvements that must be addressed to achieve desired outcomes.

The survey identified a number of existing curricular innovations/enhancements that would maximize student learning and faculty resources. Using these resources, the group intends to create a "toolbox" of exemplars of best practices and innovations currently in use (including those targeting minority students) to share across the USG.

The survey also identified barriers affecting the retention and graduation of qualified students. Student-related issues include: financial needs and family issues that require excessive outside work; difficulty accessing core courses; large class sizes and lack of

academic support, as well as access to technology and technology support; and costs related to travel to clinical sites, NCLEX preparation courses, and practice exams. Faculty-related issues include: lack of time for mentoring due to heavy faculty loads, unavailability of faculty for off-hours/nontraditional courses, and lack of funds for tutors.

On-line and technological resources that evoke best practices in retention and graduation of students are available in system schools. Some form of simulation is in use in virtually all programs, although use is limited by cost, faculty expertise, and on-going warranty/maintenance costs. Barriers to fullest use of technology include: lack of faculty expertise and access to technical support; problems with security, especially with computer based testing; inadequate internet services; limited computer resources available to students; and costs of software licensing fees and warranties and maintenance for simulators.

In relation to the ASN/BSN mix, the Subgroup reviewed Georgia demographics and geography and made a preliminary recommendation.

### **Activities/Outcomes**

- Surveyed all nursing schools in Georgia to identify existing best practices and barriers to curriculum improvement.
- Developed an on-line medication calculation module to be distributed system-wide.
- Formulated a preliminary recommendation to increase the number of BSN prepared nurses by initial and continuing education. More nurses are needed for

graduate level work and faculty positions and many health care settings require nurses with this level of preparation.

### **Long Term Goals**

- Explore alternative curriculum models and faculty contracts to enhance twelve-month program availability and acceleration.
- Explore student learning environments (including simulation) and curricular exemplars that are most successful in producing graduates who are able to pass NCLEX and remain in practice.
- Explore the impact of the Georgia articulation agreement on increasing the number of BSN graduates.
- Create/institute measures to increase the number of ASN students who pursue higher levels of nursing education.
- Create additional doctoral programs in nursing in the state to increase faculty advancement to the doctoral level.
- Make recommendations regarding the proportion of ASN, BSN and new master's entry graduates in the USG system.
- Include other sources of prelicensure graduates in deliberations (DTAE and private schools) related to appropriate mix for ASN, BSN, CNL graduates.

### **Efficiency Strategies**

- Enhance infrastructure to deliver selected non-clinical courses across the system.
- Explore use of simulation and strategies to share simulation resources across the system.

### **Diversity**

- Identify best practices that promote retention and successful graduation of minority students.

### **Curriculum Subgroup Membership:**

Dr. Jean Bartels, Lead  
Dean, School of Nursing  
Georgia Southern University

Ms. Julia E. Gould  
Nursing Education Consultant  
Georgia Board of Nursing

Dr. Joyce Johnson  
Dean, College of Health Professions  
Albany State University

Ms. Sylvia McDonald, RN, MSN  
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Ms. Marilyn Bowcutt, RN  
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Dr. June Goyne (ADN/BSN Mix)  
Chair, BOR Subcommittee on Nursing  
Chair, Department of Nursing  
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Dr. Annie McElroy (ADN/BSN Mix)  
Director of Instruction  
Southwest Georgia Technical College

Dr. Jean Mistretta (ADN/BSN Mix)  
Asst. VP of Health Sciences  
Georgia Perimeter College

## **CLINICAL EDUCATION PARTNERSHIPS SUBGROUP**

The Clinical Education Partnership Subgroup focused on clinical experiences which are often provided through partnerships with health care provider organizations. Exceptions to this partnership model are the use of human patient simulators and faculty practice where the faculty member also serves as clinical preceptor. The Subgroup identified several issues and opportunities related to student clinical placement that must be addressed if capacity is to be expanded.

Universal credentialing processes for students, part time and clinical faculty, and agency preceptors are urgently needed. The current process is time and labor intensive, creating delays that result in excessive cost and loss of experiences. Also, complicated student preparation processes for clinical training (i.e. orientation, HIPPA, fire and safety training, health and immunizations' verification) for each site reduces clinical experiential learning time. The challenges with locating and scheduling appropriate clinical sites, often requested by several programs, are monumental. While human patient simulators can reduce the demand on clinical learning partners and enhance student learning, they are not universally available in the system and state, and faculty members often need more development to become proficient. Finally, some programs require students to travel to sites 2-3 hours away from the home institution; these students need more housing to accommodate the remote experience.

The Subgroup determined that additional facets of clinical training require longer term goals and strategies. Relationships between clinical training sites and nursing programs may be strained because of pressures from other disciplines for training slots, disciplines that are sometimes willing to remunerate the facility for the training. Managed care constraints also may make clinical facilities less willing or able to provide educational opportunities. There is a need to ensure that graduating nurses have the skills needed by employers.

Additionally, the Georgia Board of Nursing limits ratios of faculty to students to 1:10 for clinical experiences and allows no more than 20 students per full time faculty member in a program. However, many clinical agencies limit student numbers further, often allowing only four to six students per unit, particularly in pediatric and obstetrical clinical experiences. These limitations result in placement of small numbers of students over several clinical floors in a facility or at other facilities to accommodate the faculty member's student group. Additional clinical faculty and additional clinical placement sites, both of which are in short supply, are required. Thus, the issue of clinical placement merits further exploration related to teaching effectiveness, approaches, and outcomes to assure adequate student learning experiences within clinical facilities. Furthermore, faculty concerns for patient safety and facility concerns with lack of nursing staff on the clinical unit must be considered.

Financial constraints leading to low census or lack of nursing staff force

facilities to close hospital units. These effects also result in institutional charges to nursing programs in return for clinical space. Currently, some for-profit schools pay for clinical privileges in other states. If this trend becomes the expected practice in Georgia healthcare facilities, paid clinical experiences could be cost-prohibitive for some programs and their students. Finally, low clinical faculty salaries, particularly for part-time faculty, pose a potential barrier to expansion of clinical training opportunities.

### Activities and Outcomes

- Identified three short term goals with activities to facilitate efficient clinical placement through a partnership model which could be used throughout the USG.

(1) Implement use of regional interactive student placement software to streamline the process of matching students to clinical training slots by

- purchasing and piloting Student Max, an interactive centralized student placement software package already in use in several states; and
- establishing a Nursing Workforce Center, via public-private collaboration, to serve as repository and manager of the software and provide training, outcomes research, and technical assistance.

(2) Develop a standardized credentialing process for all clinical sites for both faculty and students by

- endorsing and circulating the Georgia Hospital Association

(GHA) student criminal background check guidelines;

- collaborating with GHA to develop a standardized student clinical requirement process (“student passport”) acceptable to all participating clinical training sites; and,
- developing a standardized credentialing process or model for all clinical sites for appointments for clinical preceptors, including potential development of a credential or approval that could be accepted by all USG/DTAE nursing programs.

(3) Develop or procure creative clinical training models to meet clinical requirements by

- seeking funding to support implementation of creative models of delivering clinical training and use outcomes to develop best practices;
- identifying new ways to accommodate distance learning students to meet clinical learning requirements;
- designing faculty development programs to prepare them for teaching in a simulated learning environment;
- surveying schools to determine simulation methods and equipment currently used;
- developing pilot simulation projects, both fixed and mobile, to enhance clinical learning and to reduce clinical site shortages;
- system-wide purchasing of simulators and related materials for USG schools.

- Initiated a plan for HRSA Division of Nursing grant submission December 2007, to address faculty development needs for teaching in the simulated learning environment

### Long Term Goals

- Develop a mutually beneficial training model for education-service partnerships to be replicated throughout the system;
- Develop a USG clinical facility preceptor benefits package;
- Determine the health care industry need for skills of new nurses upon graduation in preparation for employment;
- Identify and quantify clinical education limitations imposed by low clinical faculty salary levels.
- Explore the implications of facility-based limits on student numbers in clinical units, clinical faculty salaries, and ability to meet clinical needs for space and faculty coverage



### Clinical Education Partnerships Subgroup Membership:

Dr. Joyce Johnson, Lead  
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Medical College of Georgia School of Nursing

Ms. Karen Waters  
VP Professional Services  
Georgia Hospital Association

## **RESEARCH AND DATA DEVELOPMENT SUBGROUP**

The Data/Technical Subgroup, formed by the NETF toward the end of the first year, is charged with assisting other subgroups and the NETF as whole in creating and accessing data as needed. From the outset of the NETF, lack of nursing education data related to faculty, students, graduates, costs, and operations hampered analyses of the issues. Specifically, current USG data systems do not identify all students enrolled in nursing programs or all faculty in nursing programs.

Dr. Cathie Hudson, USG Associate Vice Chancellor for Research and Policy, provided consultation, technical support, data and policy analysis to the Data/Technical Subgroup. Studies conducted by Dr. Hudson and staff produced a number of projects and over 200 tables and documents in support of the task force goals.

### **Activities and Outcomes**

- Major papers and projects completed by the Office of Research and Policy Analysis (ORPA):
  - Analysis of Data Deficiencies in Research on Nursing Education in the USG;
  - Admission to Nursing Programs in USG Institutions;
  - Study of placement of USG nursing graduates in the Georgia labor market; and
  - Research Brief: The Production of New Nurses by University System of Georgia Institutions.

- In addition, the Task Force, in collaboration with ORPA:
  - completed the Survey on Nursing Education in the USG
    - Student Retention reports,
    - Nursing Program Admissions Requirements Summary,
    - Nursing Survey Admissions Requirements by Institution;
  - developed the initial model for estimating costs of nursing programs.



**Research and Data Development  
Subgroup Membership**

Dr. June Goyne, Lead  
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Ms Helen Heiskell  
Medical College of Georgia

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UNIVERSITY SYSTEM OF GEORGIA  
Board of Regents Nursing Education Task Force  
Mid Year Report (FY 2006-2007)

**VISION OF THE NETF:** To position the University System of Georgia (USG) as a national leader in high quality, efficient, and accessible nursing education.

**PURPOSE:** To develop and implement a plan to meet the current and future demand for registered nurses in Georgia.

**GOAL 1:** Increase by 50% the number of new registered nurses prepared in the USG by 2010 through growth and efficiencies.<sup>1</sup>

**Objective A:** Increase number of prelicensure nursing students matriculated to the major to a minimum of 1000 within 3 years.

**Objective B:** Increase retention of prelicensure nursing students matriculated to the major by 10% in each of 3 years.

**Objective C:** Increase licensure to 95% of prelicensure nursing graduates within 6 months of graduation in 3 years

**Objective D:** Decrease cost per graduate by 5% in 3 years

**Goal 2:** Define the NETF responsibilities and structure, process, and outcomes by June, 2007.

**Objective:** Design an ongoing task force to plan and implement programs to increase the number of new registered nurses in Goal 1.

**Goal 3:** Insure data-based health workforce policy and decision making capabilities for elected and appointed officials of state government, private educational institutions, and health delivery entities.

**Objective A:** Determine, through a systematic evidence review and other data collection and analysis as indicated, the optimal mix of prelicensure nursing programs (AD, BSN, CNL) and graduates in the USG.

**Objective B:** Create a Georgia Health Workforce Policy Center for the collection, analysis, and dissemination of Georgia health workforce data.

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<sup>1</sup> These are estimates of preferred outcomes. Confirmed baseline data are not available at this time.

## USG Survey on Nursing Education in Georgia

The USG Nursing Education Task Force developed this survey to collect information on the state of USG nursing education programs. The Task Force will use the results of this survey to identify appropriate targets to meet the projected need for ADN and BSN nurses and recommend the most efficient strategies to increase the number of qualified graduates at each degree level. Please complete a separate survey for each nursing program (ASN, BSN, CNL or RN to BSN) at your institution by Friday, December 1, 2006. Your support of this project is greatly appreciated.

### Institution & Program Information

Institution

(Select your institution from a pull-down menu)

Please select the degree program's level for which you are completing the following survey

- ASN  
 BSN  
 RN to BSN  
 CNL

Type the official CIP of your program (See the following website for CIP codes of programs: [https://dma.usg.edu:2258/dmafinal/dma\\_report.dma\\_menu](https://dma.usg.edu:2258/dmafinal/dma_report.dma_menu))

Official CIP of Program

### Admissions Information

Provide the following minimum program admission requirements that were used for the admission of the Fall 2006 class of entering students (if applicable to your program).

Admissions Criteria	Check if required		Minimum Requirement (if applicable)
	YES	NO	
Overall College/University GPA based on hours attempted			
Overall College/University GPA based on hours earned			
College/University GPA in Science			
SAT Verbal (or ACT)			
SAT Math (or ACT)			
NET Score			
TOEFL Score			
Other Entrance Exam			

Test Score (specify)			
Interview			
Recommendations			
Other (Specify)			

Are admissions requirements to your nursing degree program set at a higher level than admissions to your institution?

- Yes  
 No

Describe the admissions policies and procedures. State the minimum requirements for admission to the program. (Please do not refer to a web site). In addition, if you have more qualified applicants than it is possible to admit, how do you choose among qualified applicants? (For example, do you choose the most qualified students among all applicants or those qualified applicants who apply earliest?)

For the last five years, provide the information below. The *Number Qualified* refers to the number of applicants who met your minimum admissions standards and who would be admissible to your program if you had unlimited capacity.

<b>New Student Admission and Enrollment</b>					
	a.	b.	c.	d.	e.
Year and Term	Total number of students who applied for admission	Of those in column a, total number who met the minimum academic admissions criteria used by your nursing program	Of those qualified applicants in column b, total number who were offered admission to your nursing program	Of those who were offered admission in column c, total number who enrolled	Of those who enrolled in column d, total number still enrolled after drop/add period had ended
Summer 2001					
Fall 2001					
Spring 2002					
Summer 2002					
Fall 2002					
Spring 2003					
Summer 2003					
Fall 2003					
Spring 2004					
Summer 2004					

Fall 2004					
Spring 2005					
Summer 2005					
Fall 2005					
Spring 2006					
Summer 2006					
Fall 2006					
Spring 2007					NA

Why were qualified applicants not accepted in Fall 2006? *Please check all that apply.*

- Insufficient number of full-time instructional faculty \_\_\_\_\_
- Insufficient number of clinical faculty \_\_\_\_\_
- All available admission slots filled \_\_\_\_\_
- Insufficient clinical sites \_\_\_\_\_
- Insufficient budget to add additional faculty \_\_\_\_\_
- Insufficient classroom space \_\_\_\_\_
- Insufficient laboratory space \_\_\_\_\_
- Insufficient clinical preceptors \_\_\_\_\_
- Other (please specify): \_\_\_\_\_

Do you maintain a waiting list of qualified applicants?

- Yes
- No

If “Yes,” how many students were on the list for Fall 2006? \_\_\_\_\_

Are students on the waiting list considered for admission before new applicants?

- Yes
- No

How long is a student kept on the waiting list?

Length of wait list \_\_\_\_\_

There are variations across institutions in how students are admitted to nursing programs. For example, most four-year institutions require a separate, and later, admissions application with admissions requirements in addition to those required for admission to the institution. Two-year programs may also require a separate and later admissions process. Program admission

generally follows admission to the institution, and it may require completion of some coursework. However, we want to understand if your program fits this model or uses a different model. Please respond to the following question, and add additional information if the choices provided do not explain your process.

When in the student's degree program may a student gain admission to your nursing degree program?

- Simultaneous with admission to institution
- Following completion of x-credit hours earned (specify x-credit hours)
- Following completion of the Core Curriculum (Areas A-E)
- Following the sophomore year
- Other (specify)

## Retention and Graduation of Nursing Students

Do you routinely monitor nursing degree program retention rates? (A retention rate is calculated by dividing the number of returning students in Fall 2 who were in a cohort of beginning students in your program in Fall 1 by the total number of first-time students in your program in Fall 1.)

- Yes
- No

The following table asks for retention and graduation information. The base student cohort is the entering cohort of new students in this degree program in a given term. Note that we are not asking for the retention and graduation rate of your institution or for the retention rates of students who have declared their major to be nursing; this applies to new students enrolled in this nursing degree program. The base cohort should match the number enrolled above (please explain if it does not). The same cohort is tracked over time through to graduation.

Year and Term	Number New Students Enrolled (Base Cohort)	Number from Base Cohort Still Enrolled the Subsequent Fall	Number Graduated Within Three Years	Number Graduated Within Six Years (by Summer)
Summer 1999				
Fall 1999				
Spring 2000				
Summer 2000				
Fall 2000				

Spring 2001				
Summer 2001				NA
Fall 2001				NA
Spring 2002				NA
Summer 2002				NA
Fall 2002				NA
Spring 2003				NA
Summer 2003				NA
Fall 2003				NA
Spring 2004				NA
Summer 2004				NA
Fall 2004				NA
Spring 2005				NA
Summer 2005			NA	NA
Fall 2005			NA	NA
Spring 2006			NA	NA

Do you consider student retention to be problematic for your program?

Yes

No

For those students who leave the program, list the three primary reasons you believe students leave:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Is it possible for a student to leave your program for a term and then return?

Yes

No

What difficulties do students who stop-out face if they return?

Is it possible to enroll part-time in your program?

- Yes  
 No

For students who leave your program, please estimate the number leaving by the amount of time they have completed in your major program:

Time Period	Number Leaving
Following the first term	
Following the first year	
Following the second year	
Other	

What do you consider a reasonable retention rate for students in your program?

Retention Rate \_\_\_\_\_

What percent of students who withdraw do so after they have begun clinical rotations?

Withdrawal Rate \_\_\_\_\_

Do you offer a 12-month curriculum (offering required courses in the summer session)?

- Yes  
 No

Do you have mentoring and/or tutoring as a part of your program?

- Yes  
 No

If yes, is it available to all students in the program?

- Yes  
 No

Does financial aid impact student retention in your program? Please describe.

Are there any other factors impacting retention and graduation that the Task Force should be aware of? Please describe.

## Degrees Conferred

How many pre-licensure students graduated in FY06?

# of pre-licensure students \_\_\_\_\_

If you have a BSN program, do you provide a separate RN to BSN track within the BSN program?

- Yes
- No

If yes, how many post-licensure degrees were awarded in FY06 (Summer 2005, Fall 2005, and Spring 2006)?

If you offer both traditional degree programs and accelerated programs, please provide the number of graduates for the following programs for FY06:

Traditional Program \_\_\_\_\_

Accelerated Program \_\_\_\_\_

## Program Capacity

What is your best estimate of the student capacity for your nursing program this term (Fall 2006)? The “capacity” estimate should be the maximum number of students you could have admitted and enrolled in Fall 2006.

Actual Number, Fall 2006

Capacity, Fall 2006

If your program allows for the admission of new students in Spring term, what is the headcount and estimated student capacity for Spring Semester?

Actual Number, Spring 2007

Capacity, Spring 2007

What are the major factors you used in estimating capacity?

Do you consider the enrollment of your program to be capped?

- Yes
- No

If yes, describe specific factors that limit your growth. For example, use statements like “Two vacant faculty positions could not be filled in time for fall enrollment,” not “Unfilled positions.” Or, “Our department has requested funding for three additional faculty,” not “Insufficient funding.” Give the Task Force as much information as possible to understand how to craft possible solutions. Describe any enrollment constraints in terms of faculty, facilities, or budget.

## Nursing Faculty

Faculty	Fall 2006
1. Number of full-time instructional faculty teaching with both classroom and clinical responsibilities	
2. Number of full-time instructional faculty teaching with just classroom responsibilities	
3. Number of full-time instructional faculty teaching with just clinical responsibilities	
4. Number of part-time instructional faculty teaching clinicals	
5. Number of GTAs teaching (if applicable)	
6. Number of others teaching (administrators who are less than 50 percent instructional or others not accounted for above)	
7. Number of funded vacant positions	
8. Number of planned retirements in FY07 of full-time instructional faculty	
9. Number of additional full-time instructional faculty needed to accommodate additional students	

## NCLEX

Do you use a standard exit exam as a requirement for graduation?

- Yes
- No

If Yes, please explain what the exit exam is and how it is used.

Do you provide academic support for students prior to taking NCLEX?

- Yes
- No

Do you provide academic support for students who did not pass NCLEX?

- Yes
- No

## Employment

Do you use surveys to follow up on the employment of your graduates?

- Yes
- No

If Yes, what is your average response rate? \_\_\_\_\_

If Yes, what is the date of the last survey? \_\_\_\_\_

## CLINICAL TRAINING SITES

How many sites did you use for clinical training in Fall 2006?

# of sites \_\_\_\_\_

What type of sites did you use? Provide the number of sites of each type below:

- Hospital
- MD Office
- Nursing Home
- Home Health
- Public Health Department
- Childcare Center
- Other (Please specify)

Please estimate the number of clinical training sites needed.

Estimate \_\_\_\_\_

Do you use simulation for clinical training?

- Yes
- No

How many observational experiences are required for clinical experiences?

Number of observational experiences \_\_\_\_\_

## Curriculum

What are the Core requirements for your program in Area F?

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What percent of coursework in your program is on-line?

% of on-line coursework \_\_\_\_\_

What percent of coursework in your program is BbLS Vista-supported?

% available in BbLS Vista (formerly WebCT Vista) \_\_\_\_\_

Is there a capacity for using on-line education in the institution?

Are faculty members prepared to be able to use BbLS Vista (formerly WebCT Vista)?

- Yes

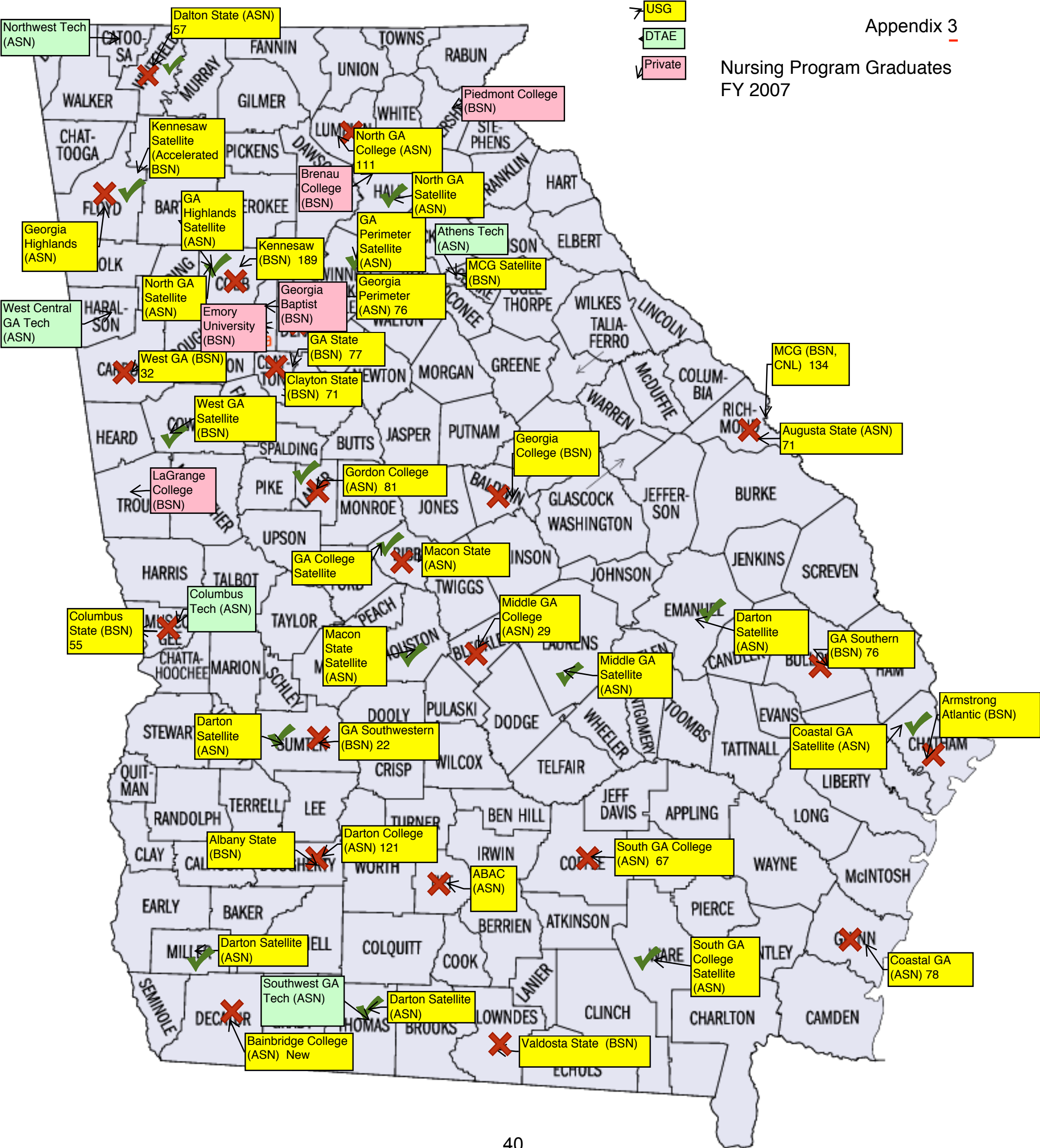
No

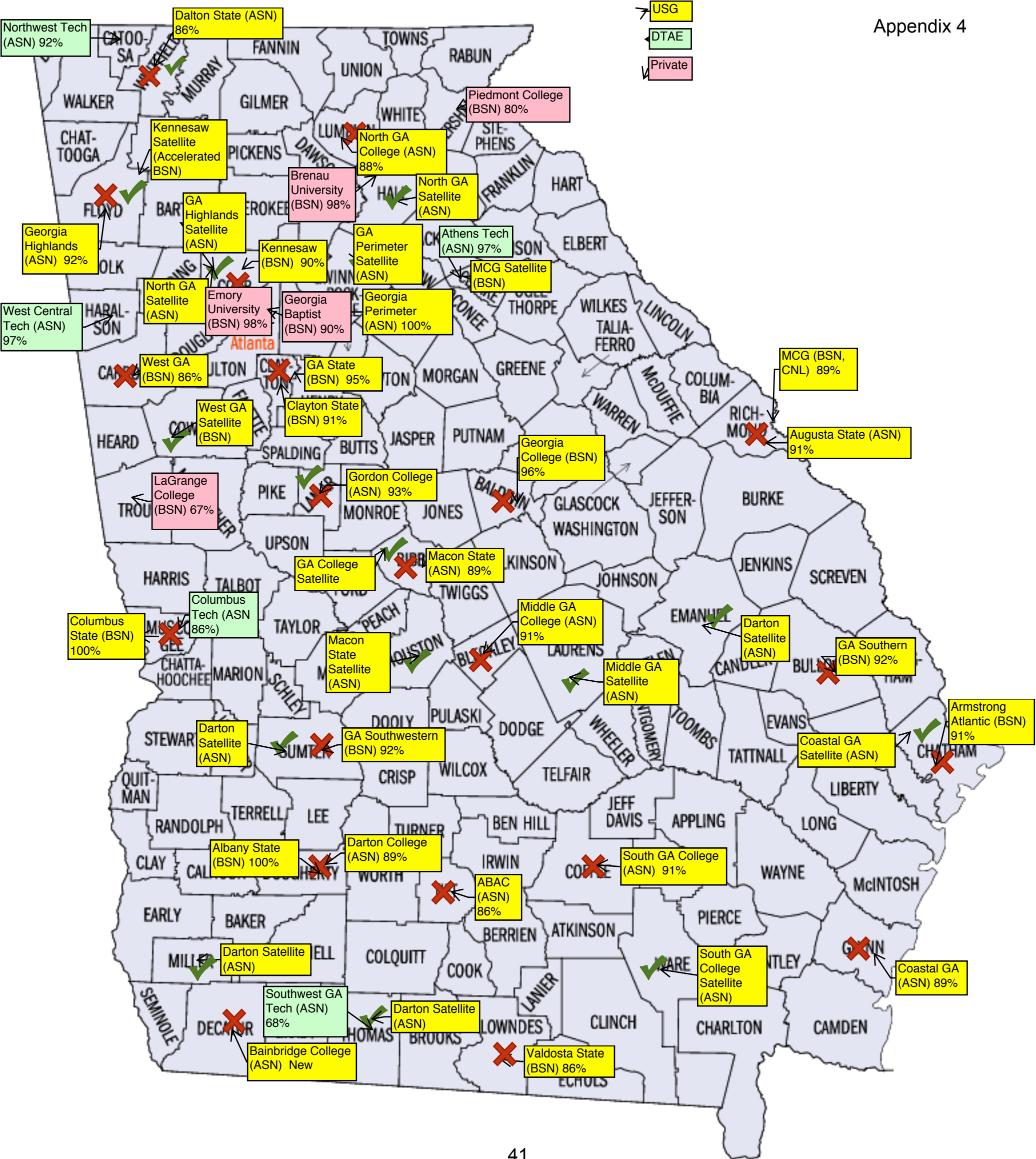
The following items refer to courses in your prelicensure program. Please indicate if you use any of the following strategies?

Offer evening courses	_____	Yes	_____	No
Offer entire program in the evening	_____	Yes	_____	No
Offer weekend courses	_____	Yes	_____	No
Offer entire program on the weekend	_____	Yes	_____	No
Offer accelerated program	_____	Yes	_____	No
Offer online courses	_____	Yes	_____	No
Offer entire program online	_____	Yes	_____	No
Offer off-campus courses	_____	Yes	_____	No
Offer entire program at off-campus sites	_____	Yes	_____	No

*Thank you for completing this survey by December 1st. The results will be used to improve nursing education programs in Georgia.*

Nursing Program Graduates  
FY 2007



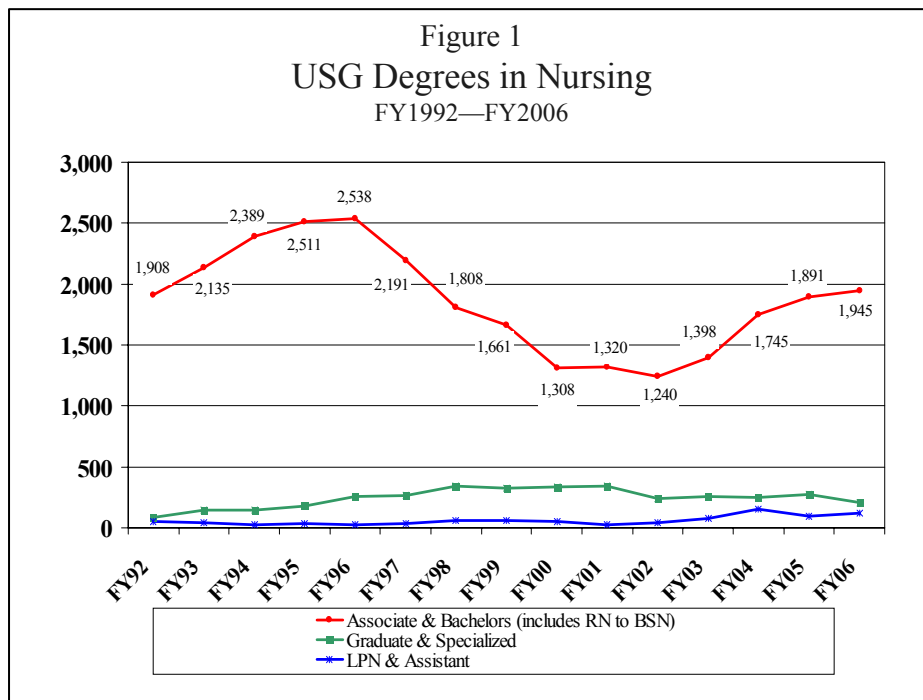




## The Production of New Nurses by University System of Georgia Institutions

### Introduction

The University System of Georgia (USG) plays a critical role in the education pipeline that results in a quality healthcare workforce for Georgia. Nursing enrollment has tended to respond more quickly to changes in labor market demand than other majors, and historically the supply of graduates has often exceeded demand. However, over the last decade fewer students have graduated with nursing degrees in Georgia and in the nation than in the past. The number of students graduating with associate or bachelor’s degrees in nursing peaked in FY1996 at 2,538; between FY1996 and FY2002 there was a 51 percent decline. The numbers increased gradually between FY2002 and FY2006, but in FY2006 there were 23 percent fewer nursing degrees produced than in FY1996.<sup>1</sup> (See Figure 1 and Appendix 1, which shows the numbers of degrees conferred by nursing discipline for the System as a whole.)



<sup>1</sup> In Figure 1, the number of students graduating with a BSN includes both pre-licensure nursing graduates and RN to BSN completion graduates who already have a nursing license. Although we know that the numbers of RN to BSN graduates are a small proportion of BSN graduates, we do not currently collect sufficient USG data to track these numbers. The USG Nursing Education Task Force Survey (January 2007) found that there were 209 RN to BSN graduates in FY2006; thus the number of pre-licensure graduates was 1,726.

The reasons for the general decrease in the number of nursing degrees are complex, encompassing the lack of sufficient institutional nursing resources in faculty and facilities, a shortage of clinical training sites, and the individual decisions of students. In addition, nursing faculty are retiring at higher rates and are older as a population than general faculty. Institutions are challenged to hire replacement faculty from a shrinking pool, and they often cannot compete with the private sector in providing competitive salaries.

In addition to the decrease in the supply of new nurses, there are high levels of attrition from the nursing profession. A recent report by the USG Task Force on Health Professions Education (June 2006) found that, because of population growth, insufficient supply, and attrition, almost 20,000 additional registered nurses (RNs) would be needed in Georgia by 2012. If all Georgia institutions continue to produce RNs at the current rate, there would be a shortfall of around 8,000 nurses in 2012.

This paper provides baseline data on nursing programs in the USG, the number of degrees conferred in nursing, pass rates on the National Council Licensure Examination for Registered Nurses (NCLEX), and the number of new nurses produced by USG institutions.

### **Registered Nurse Degree Programs in Georgia and Licensure**

Only associate of science in nursing (ASN, sometimes called an “AD” program) and bachelor of science in nursing (Bachelor of Science in Nursing--BSN) degree programs lead to licensure as an RN; RN to BSN programs, also called “completion degrees,” do not produce new nurses.<sup>2</sup> In Georgia, nursing education for students who want to become registered nurses is offered by 25 USG institutions, as well as seven private and five DTAE institutions.<sup>3</sup> The Board of Regents (BOR) must approve the creation of nursing programs at USG institutions. However, to be an accredited nursing program, the Secretary of State's office, through the Georgia Board of Nursing (BON), must approve the program. The BON regulates nursing program review and continued approval, the licensure of RNs, and renewal of nursing licenses.<sup>4</sup> The eight Georgia Board of Nursing members are appointed by the Governor to create the rules and regulations that govern the education of nurses and set the minimum qualifications for licensure of nurses, as well as perform other functions such as the governance of nursing practice.

The National Council Licensure Examination for Registered Nurses (NCLEX-RN) exam serves two important functions. First, the Board of Nursing reviews nursing programs each year and approves their ongoing status, in part through review of the pass rates on the NCLEX-RN exam.

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<sup>2</sup>In FY2006, there were 81 Master of Science in Nursing (MSN) degrees conferred by USG institutions. In addition, the Medical College of Georgia offers the Master of Science in Nursing, Clinical Nurse Leader, program which is designed to produce pre-licensure nurses.

<sup>3</sup> Private colleges offering RN programs in Georgia are Brenau University, Emory University, Georgia Baptist College of Nursing of Mercer University, LaGrange College, Piedmont College, and Thomas University (RN to BSN). DTAE institutions offering RN programs are Athens Technical College, Columbus Technical College, Northwestern Technical College, Southwest Georgia Technical College, and West Central Technical College. DTAE also offers Licensed Practical Nursing training, not discussed in this paper. For the full list of programs, see the Georgia Board of Nursing at <http://www.sos.state.ga.us/acrobat/ExamBoards/RN/schools.pdf>.

<sup>4</sup> For more information, review publications by the Georgia Board of Nursing at <http://www.sos.state.ga.us/plb/rn/>.

The Georgia BON has defined acceptable institutional performance on NCLEX as a pass rate of 80 percent of first-time test takers in any calendar year.<sup>5</sup> The Board of Nursing may close programs that fall below this rate for several years. (See Appendix 2 for the most recent listing of the Board of Nursing's approved nursing programs at USG institutions.) Second, to practice as a nurse in Georgia, a student must pass the NCLEX-RN exam after completing an approved nursing program. The National Council of State Boards of Nursing (NCSBN) develops the NCLEX test and scores it.<sup>6</sup> The NCSBN sets the passing standard for individual student test-takers, and the same passing standard is used for all test-takers in the United States.<sup>7</sup>

### Number and Percent Passing NCLEX

NCLEX pass rates are used as an accountability indicator of the System's effectiveness in various reports, including those used by the Governor's Office of Planning and Budget. For these reasons, it is important to review trends in the pass rates of USG students on the NCLEX exams. Figure 2 shows the NCLEX pass rates for USG institutions from 1994 to 2006. Institutional pass rates on NCLEX are presented in Appendix 3.<sup>8</sup> The NCLEX pass rate for the 2006 graduates of 90.1 is the highest rate since 1995.

Although the NCLEX pass rate is often used as an indicator of program quality, it is impacted by other factors as well. For example, it likely reflects the academic preparation of students prior to admission into a nursing program, as well as varying institutional practices that require students to score at a high level on exit exams in order to graduate. Thus, NCLEX scores should be used as an indicator of program quality only in the context of other indicators, such as enrollment, attrition rates, and graduation rates.

Because a student must graduate from an accredited program before sitting for the NCLEX exam, and because passing the NCLEX is required for licensure, the number of students passing the NCLEX exam is a better indicator of the supply of new nurses than the number of degrees conferred. Figure 3 shows how pass rates translate into the number of new nurses each year, comparing the number of candidates for the NCLEX exam and the number of students who passed the exam on the first try. (Appendix 4 provides the number of first-time NCLEX candidates from 1994 through 2006; Appendix 5 provides the number of students who passed NCLEX over the same period. Although some students will pass the NCLEX on the second or

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<sup>5</sup> See *Administrative Rules and Regulations of the State of Georgia*; Section 410-3-.08; Performance of Graduates, Amended; <http://www.sos.state.ga.us/acrobat/PLB/Rules/chapt410.pdf>.

<sup>6</sup> The website for the National Council is <http://www.ncsbn.org/>.

<sup>7</sup> The NCLEX exam is a Computer Adaptive Test. The passing standard is -0.21 logits, arrived at by administering between 75 and 265 questions, including 15 pre-test questions. After approximately 60 questions have been answered, the CAT begins to make a determination of pass/fail status. The pass/fail decision is made when there is 95 percent certainty that the true ability is either above or below the passing standard. The standards are evaluated every three years and are adjusted as needed. In 2004, the standard was raised from -0.35 to -0.28 logits, and in 2007 (April) the standard was changed to -0.21 logits, representing a slightly more difficult standard. Thus, pass rates may not be exactly comparable over time. See the NCSBN site for more information on the passing standard at [https://www.ncsbn.org/05\\_14\\_07\\_nclex\\_passing\\_fact.pdf](https://www.ncsbn.org/05_14_07_nclex_passing_fact.pdf).

<sup>8</sup> Pass rates are calculated for a calendar year, and degrees conferred are generally reported for a fiscal year.

Figure 2  
 USG NCLEX Pass Rates  
 First-Time Nursing Candidates, 1994 to 2006

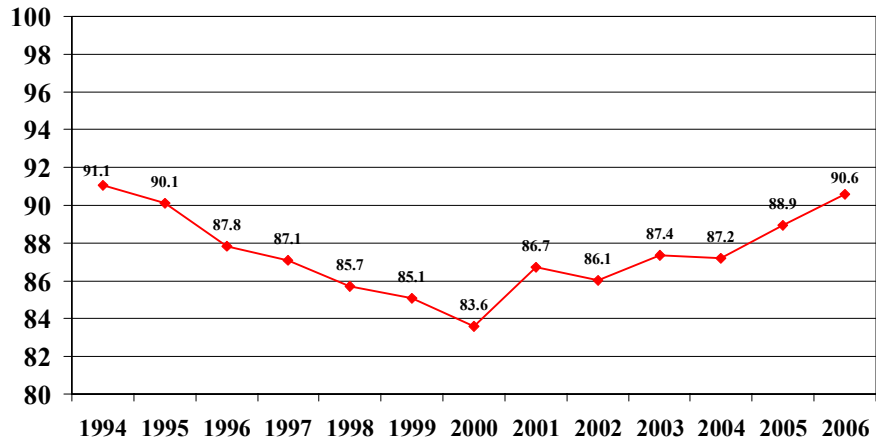
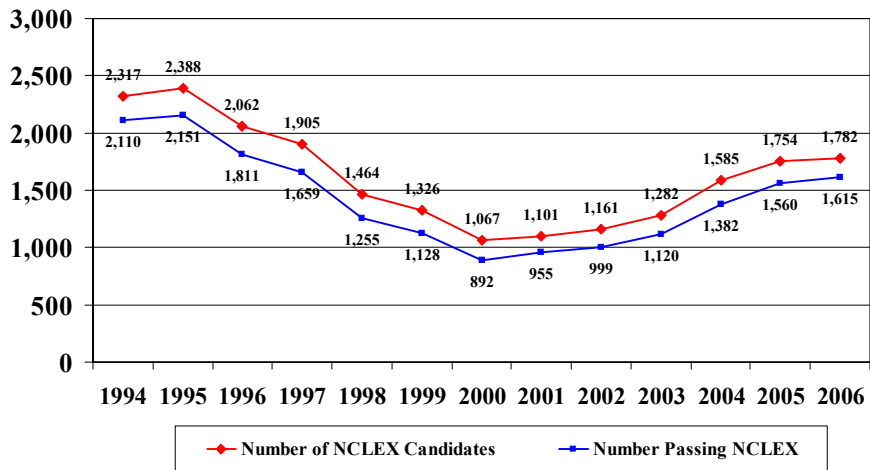


Figure 3  
 Number of USG First-Time Candidates for NCLEX and  
 Number Passing NCLEX



subsequent tries, and each year a much smaller number of nurses may be added from previous years' cohorts, the first-time pass rates are a fair representation of supply to the labor market.<sup>9</sup> The number of USG students passing NCLEX peaked in 1995 at 2,151 and declined from that point until 2000 when 892 new nurses were prepared by USG institutions. From 2000 until 2006, the number of new nurses has increased each year, but the number is still 25 percent below the 1995 level. The number of new nurses prepared by USG institutions in calendar year 2006 increased by 3.5 percent over the 2005 number, to 1,615.

The number of USG students sitting for the first time for the NCLEX exam increased between 2005 and 2006 by only 28 students (1.6 percent), while the number of first-time test takers passing NCLEX increased by 55 (3.5 percent) between 2005 and 2006.

The USG institutions that produce the largest numbers of new nurses are Medical College of Georgia, Kennesaw State University, Darton College, and Abraham Baldwin Agricultural College, each producing over 100 new nurses in 2006. Of these four institutions, Medical College and Kennesaw State offer BSN degrees, and Abraham Baldwin and Darton offer ASN degrees.

In 2006, System institutions prepared slightly more new nurses through the ASN degree (809) than BSN degree (806). However, the trends have shifted fairly dramatically since 1995. In 1995, the ratio of USG BSN to ASN new nurses was 36.6; in 2006, it is 99.6. There are both many fewer ASN degrees and more BSN degrees in 2006 than in 1995.

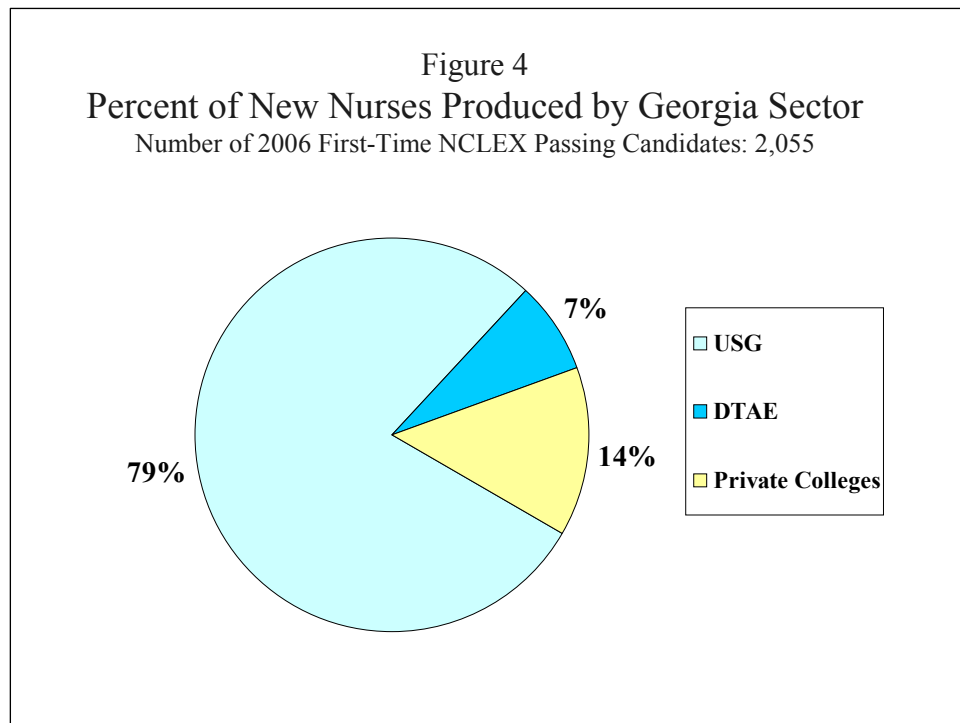
The number and percent of first-time USG NCLEX candidates who failed on the first try are presented in Appendix 6. The number not passing NCLEX on the first try ranges from 251 in 1996, the year following the largest class of nurses produced, to 146 in 2001, the year following the smallest class of nurses produced. Also presented in Appendix 6 is the percentage "loss" of new nurses produced, ranging from 9 percent in 1994 to 16 percent in 2000, the year the smallest number of nurses was produced.

### **The Role of USG Institutions in Producing Nurses for Georgia**

University System institutions supply 79 percent of the new nurses educated in Georgia, compared to 84 percent in 2005. (See Figure 4 for 2006 percentages.) DTAE institutions supply 7 percent of the new nurses, and private colleges supply 14 percent. Since 2005, USG institutions have not increased their supply of new nurses at the same rate as other sectors. Compared to the USG's increase of 3.4 percent in new nurses in 2006, private colleges increased nursing supply by 46.9 percent, and DTAE increased supply by 26.7 percent over the same period.

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<sup>9</sup> In 2006, the national pass rate for repeat test-takers was 54.2 percent. Comparable information is not available for Georgia or USG institutions. See the National Council of State Boards of Nursing, Testing Services, NCLEX Psychometrics at [https://www.ncsbn.org/pdfs/Table\\_of\\_Pass\\_Rates\\_2006.pdf](https://www.ncsbn.org/pdfs/Table_of_Pass_Rates_2006.pdf); accessed June 18, 2007. The USG Task Force on Nursing Education has recommended that the USG use the NCLEX pass rate at six months following graduation, regardless of the number of times that the test has been taken, for accountability purposes. There is survey and anecdotal information showing that the pass rate continues to increase.



### The National Context

Georgia produced 2.1 percent of the new RNs in the U.S. in 2006, a percentage less than the proportion represented by Georgia of the national population (3.1 percent, based on the 2006 population estimate). Although Georgia is the ninth largest state, it ranks 19<sup>th</sup> among states in the production of new nurses. (See Appendix 7 for the number of nurses produced by each state.) Georgia's overall pass rate of 90.3 percent exceeded the national pass rate of 88.1 percent, and it placed Georgia 8<sup>th</sup> among the states and the District of Columbia in the overall state pass rate. The highest state pass rate in the nation was Oregon's at 92.5 percent.

Table 1 below provides two types of comparisons among the 15 largest states:

1. a comparison of population rank and the rank of the number of new nurses, and
2. a comparison of the rank of the number of new nurses relative to the rank of the NCLEX pass rate.

Table 1 shows that, among the largest 15 states, Georgia, New Jersey, and Washington produce far fewer nurses relative to their population size.

State	Rank (1 Largest or Highest)			Percent Passing
	Population	# Newly Licensed Nurses	NCLEX Pass Rate	
California	1	2	29	87.8
Texas	2	3	5	91.0
New York	3	1	42	85.7
Florida	4	5	44	85.5
Illinois	5	7	14	89.2
Pennsylvania	6	4	36	87.1
Ohio	7	6	7	90.8
Michigan	8	8	20	88.9
Georgia	9	19	8	90.3
New Jersey	10	18	10	90.8
North Carolina	11	9	6	90.2
Virginia	12	10	49	84.1
Massachusetts	13	15	30	87.7
Washington	14	22	3	91.6
Indiana	15	13	28	88.0
Nation	--	--	--	88.1

Texas and Ohio have the ideal balance in producing large numbers of nurses relative to their population size (given that all states are under-producing nurses) and in having high NCLEX pass rates. However, other large states appear to accept greater “loss” (the percent not passing the NCLEX) in preparing larger numbers of nurses. In California, New York, and Florida, for example, the number of new nurses produced is large, and comparable to the state’s share of population, but the rank of the pass rate is relatively low. It is not known if this is due to a deliberate policy decision to admit larger numbers of students to nursing programs that may not be as likely to succeed. Nor is it known what the cost of the loss to the state is. The end result of the process in those states is a larger number of nurses.

It is clear, though, that tracking the number of qualified nurses produced (defined as those who pass the NCLEX) is more important than the NCLEX pass rate in monitoring the health care worker supply in Georgia. It is recommended that future USG accountability reports focus on both the number of qualified newly licensed nurses produced as well as the NCLEX pass rates.

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**Appendix 1**  
**University System of Georgia**  
**Degrees and Certificates Conferred in Nursing and Nursing Disciplines, FY2002 -- FY2006**

<b>Nursing Degree Programs</b>	<b>FY92</b>	<b>FY93</b>	<b>FY94</b>	<b>FY95</b>	<b>FY96</b>	<b>FY97</b>	<b>FY98</b>	<b>FY99</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
<b>Nursing Degree Programs (includes completion RN to BSN Degrees)</b>															
Associate and Career Associate (RN)	1,348	1,527	1,618	1,701	1,759	1,348	1,045	795	649	595	540	654	832	956	878
Bachelors (RN and RN to BSN Completion)	560	608	771	810	779	843	763	866	659	725	700	744	913	935	1,067
<i>Subtotal</i>	<i>1,908</i>	<i>2,135</i>	<i>2,389</i>	<i>2,511</i>	<i>2,538</i>	<i>2,191</i>	<i>1,808</i>	<i>1,661</i>	<i>1,308</i>	<i>1,320</i>	<i>1,240</i>	<i>1,398</i>	<i>1,745</i>	<i>1,891</i>	<i>1,945</i>
Master's (MSN)	73	61	65	94	147	128	158	121	116	116	88	73	89	84	81
Doctorate	11	7	7	5	7	4	9	7	8	10	6	0	3	4	4
<i>Subtotal Graduate Registered Nurse Programs</i>	<i>84</i>	<i>68</i>	<i>72</i>	<i>99</i>	<i>154</i>	<i>132</i>	<i>167</i>	<i>128</i>	<i>124</i>	<i>126</i>	<i>94</i>	<i>73</i>	<i>92</i>	<i>88</i>	<i>85</i>
<b>Total--Registered Nurse Programs</b>	<b>1,992</b>	<b>2,203</b>	<b>2,461</b>	<b>2,610</b>	<b>2,692</b>	<b>2,323</b>	<b>1,975</b>	<b>1,789</b>	<b>1,432</b>	<b>1,446</b>	<b>1,334</b>	<b>1,471</b>	<b>1,837</b>	<b>1,979</b>	<b>2,030</b>
<b>Post-RN Programs</b>															
Nursing Administration--Bachelors	0	26	36	34	60	49	101	110	91	53	65	66	58	73	0*
Nursing Administration--Master's	0	0	0	0	0	0	0	0	0	0	1	1	4	10	9
Nurse Anesthetist--Master's	0	0	0	0	0	0	6	8	7	9	12	8	10	13	14
Nursing, Family Practice--Master's	0	0	0	0	7	40	56	68	70	74	61	67	82	66	72
Nursing, Pediatric--Master's	0	0	0	0	0	3	2	3	4	0	4	0	1	0	3
Psychiatric/Mental Health Nursing--Adv. Cert.	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Nursing, Other--Total of All Degree Levels	0	52	37	45	37	41	7	6	19	42	1	19	1	11	10
Nursing, Other--Certificate	0	0	0	0	0	0	0	0	12	26	0	10	0	0	0
Nursing, Other--Master's	0	0	0	0	0	0	0	0	4	12	1	6	0	9	8
Nursing, Other--Doctorate	0	0	0	0	0	0	0	0	3	4	0	3	1	2	2
<b>Total--Post RN Programs</b>	<b>0</b>	<b>78</b>	<b>73</b>	<b>79</b>	<b>104</b>	<b>133</b>	<b>172</b>	<b>195</b>	<b>210</b>	<b>220</b>	<b>145</b>	<b>180</b>	<b>158</b>	<b>184</b>	<b>118</b>
<b>LPN or Nursing Assistant</b>															
LPN, Practical Nursing--One-Year Certificate	54	43	27	33	30	33	63	57	51	25	42	59	97	89	89
Nursing Assistant--Less Than One-Year Cert.	0	0	0	0	0	0	0	0	0	0	0	14	58	6	33
<b>Total--LPN or Nursing Assistant</b>	<b>54</b>	<b>43</b>	<b>27</b>	<b>33</b>	<b>30</b>	<b>33</b>	<b>63</b>	<b>57</b>	<b>51</b>	<b>25</b>	<b>42</b>	<b>73</b>	<b>155</b>	<b>95</b>	<b>122</b>
<b>Total--All Programs</b>	<b>2,046</b>	<b>2,324</b>	<b>2,561</b>	<b>2,722</b>	<b>2,826</b>	<b>2,489</b>	<b>2,210</b>	<b>2,041</b>	<b>1,693</b>	<b>1,691</b>	<b>1,521</b>	<b>1,724</b>	<b>2,150</b>	<b>2,258</b>	<b>2,270</b>
<b>Summary</b>															
RN--Associate and Bachelors	1,908	2,135	2,389	2,511	2,538	2,191	1,808	1,661	1,308	1,320	1,240	1,398	1,745	1,891	1,945
Other Nursing Degrees	84	146	145	178	258	265	339	323	334	346	239	253	250	272	203
Total--LPN or Nursing Assistant	54	43	27	33	30	33	63	57	51	25	42	73	155	95	122

Source: University System of Georgia, Student Information Reporting System, USG Degrees Conferred Reports, Office of Strategic Research and Analysis, FY1992--FY2006.

\*The current 2000 federal CIP for this area is restricted to the MS, MSN, or Ph.D. Some institutions changed CIP codes for these programs in the last year.

**Appendix 2**  
**USG Programs Approved by the Georgia Board of Nursing**  
**Type of Program and Approval Status, April 2007**

Depending on NCLEX pass rates and other criteria, the Georgia Board of Nursing may grant full approval of a program, approval with remediation, conditional approval, or discontinuation of a nursing program. Remediation of a program may be required if a pass rate for a single year's test-takers falls below 80 percent. Conditional approval may be imposed if the pass rate of first-time test takers is below 80 percent for three consecutive years or if the average over the last four years is below 80 percent.

Institutions and Sectors	Associate Degree (ASN)	Bachelor of Science in Nursing (BSN)	RN to BSN Only	Master's	Doctoral	External Programs	Approval Status
<b>Research Universities</b>							
Georgia State University		X		X	X		Full
Medical College of Georgia		X		X	X	Barnesville (BSN) Athens (BSN) Columbus (MSN)	Full-BSN Initial- Generic Master's
<b>Regional Universities</b>							
Georgia Southern University		X		X			Full
Valdosta State University		X		X			Full
<b>State Universities</b>							
Albany State University		X		X			Initial
Armstrong Atlantic State University		X		X		Brunswick	Full
Augusta State University	X						Full
Clayton State University		X					Full
Columbus State University		X					Full
Georgia College & State University		X		X		Macon through 2008	Full
Georgia Southwestern State University		X					Full
Kennesaw State University		X		X		Rome	Full
North Georgia Coll. & State University	X		X	X		Acworth Gainesville	Full
University of West Georgia		X		X		Dalton Newnan Rome	Full

## Appendix 2 (continued)

Institutions and Sectors	Associate Degree (ASN)	Bachelor of Science in Nursing (BSN)	RN to BSN Only	Master's	Doctoral	External Programs	Approval Status
<b>State Colleges</b>							
Abraham Baldwin Agricultural College	X						Full
Dalton State College	X						Full
Gordon College	X						Full
Macon State College	X		X				Full
Middle Georgia College	X					Dublin	Full
<b>Two-Year Colleges</b>							
Bainbridge College	X						Initial
Coastal Georgia Community College	X					Savannah	Full
Darton College	X					Colquitt Thomasville Americus Swainsboro	Full
Georgia Highlands College	X					Acworth	Full
Georgia Perimeter College	X					Lawrenceville	Full
South Georgia College	X					Waycross	Full

Source: Georgia Board of Nursing, April 2007; <http://www.sos.state.ga.us/acrobat/ExamBoards/RN/schools.pdf>.  
An "X" indicates that a program exists. Only the degree programs highlighted in blue produce RNs.

## Appendix 3

**Percent of First-Time Nursing Candidates Passing NCLEX, 1994 to 2006  
by USG Institution of Degree (ASN and BSN Programs Combined)**

**Georgia Board of Nursing Jurisdiction**

<b>Institutions and Sectors</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Georgia State University	80.6	87.5	70.4	87.2	81.8	76.9	73.7	76.5	80.4	81.3	82.3	91.8	95.0
Medical College of Georgia	90.2	94.8	87.6	90.5	89.8	88.5	91.6	94.5	86.7	83.1	86.4	91.5	89.5
<b><i>Research Universities</i></b>	<b>87.4</b>	<b>93.1</b>	<b>82.9</b>	<b>89.8</b>	<b>87.8</b>	<b>86.1</b>	<b>87.3</b>	<b>88.8</b>	<b>85.0</b>	<b>82.6</b>	<b>85.0</b>	<b>91.6</b>	<b>91.7</b>
Georgia Southern University	77.8	77.1	86.6	92.1	92.7	87.8	92.9	84.6	71.4	78.7	93.8	94.4	92.4
Valdosta State University	90.5	88.7	80.8	84.9	94.3	81.5	94.6	77.1	86.6	66.0	68.2	91.2	85.5
<b><i>Regional Universities</i></b>	<b>83.7</b>	<b>84.8</b>	<b>83.0</b>	<b>88.2</b>	<b>93.7</b>	<b>84.2</b>	<b>93.7</b>	<b>82.3</b>	<b>78.2</b>	<b>72.8</b>	<b>84.8</b>	<b>93.0</b>	<b>89.2</b>
Albany State University	27.3	88.2	91.3	81.3	83.3	46.7	42.9	30.0	60.0	46.2	83.3	55.6	100.0
Armstrong Atlantic State University	88.1	90.1	91.7	86.1	89.1	90.7	81.3	80.0	88.1	78.7	77.6	78.3	91.5
Augusta State University	95.3	89.8	88.9	92.5	79.4	100.0	87.0	87.5	86.9	93.8	94.9	91.7	90.6
Clayton State University	93.1	94.0	82.0	80.2	59.5	76.3	60.0	88.2	82.5	97.7	94.4	92.7	90.8
Columbus State University	91.7	90.2	90.4	84.6	79.2	100.0	100.0	94.1	92.3	81.8	94.7	90.5	100.0
Georgia College & State University	96.6	88.0	91.9	91.2	84.8	81.0	91.4	73.1	81.6	92.7	91.0	85.9	95.5
Georgia Southwestern State University	89.2	86.1	76.2	85.7	--	--	--	--	100.0	93.3	70.0	73.3	92.0
Kennesaw State University	94.4	91.3	90.3	91.5	84.3	82.6	95.0	95.8	92.2	93.8	92.6	85.8	89.9
North Georgia Coll. & State U.	90.1	89.6	85.0	76.5	81.5	95.7	95.9	81.3	81.6	89.3	81.6	90.9	87.6
University of West Georgia	95.0	91.5	90.0	91.7	--	--	73.7	77.8	87.5	100.0	91.7	86.7	86.5
<b><i>State Universities</i></b>	<b>91.5</b>	<b>90.2</b>	<b>87.9</b>	<b>86.4</b>	<b>80.9</b>	<b>84.6</b>	<b>83.2</b>	<b>83.1</b>	<b>85.9</b>	<b>89.4</b>	<b>87.0</b>	<b>86.4</b>	<b>91.3</b>
Abraham Baldwin Agricultural College	86.6	88.0	84.1	89.0	73.5	77.9	83.0	91.1	92.1	93.2	86.5	89.1	85.8
Dalton State College	89.3	94.6	93.5	92.0	86.8	93.9	88.9	86.5	87.5	84.6	87.5	86.8	85.7
Gordon College	92.3	86.0	77.5	78.9	90.3	88.0	93.2	98.0	100.0	97.6	96.5	84.9	92.7
Macon State College	91.8	92.2	90.2	86.5	92.3	85.9	71.4	92.3	84.9	93.7	87.3	88.1	89.3
Middle Georgia College	92.2	86.0	97.8	100.0	95.1	82.1	95.8	90.9	70.8	74.1	74.2	85.7	91.1
<b><i>State Colleges</i></b>	<b>90.6</b>	<b>89.5</b>	<b>86.9</b>	<b>87.6</b>	<b>86.1</b>	<b>84.7</b>	<b>85.0</b>	<b>92.2</b>	<b>88.4</b>	<b>88.5</b>	<b>86.1</b>	<b>87.2</b>	<b>88.6</b>

## Appendix 3 (cont.)

**Percent of First-Time Nursing Candidates Passing NCLEX, 1994 to 2006  
by USG Institution of Degree (ASN and BSN Programs Combined)  
Georgia Board of Nursing Jurisdiction**

<b>Institutions and Sectors</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Coastal Georgia Community College	96.1	91.8	92.6	94.3	92.3	92.3	82.1	94.3	86.1	93.9	92.5	98.2	88.9
Darton College	95.3	93.7	92.9	96.3	92.1	88.5	81.3	88.9	88.1	93.1	88.2	88.4	89.0
Georgia Highlands College	95.8	90.0	90.2	73.6	94.8	90.7	83.3	94.6	92.3	87.0	88.1	94.6	92.1
Georgia Perimeter College	91.4	87.5	91.7	86.0	77.1	77.8	69.5	86.3	89.0	98.5	100.0	100.0	100.0
South Georgia College	93.7	91.5	95.8	86.3	86.1	83.9	87.0	82.0	83.3	86.0	89.1	77.6	91.0
<i>Two-Year Colleges</i>	<i>94.0</i>	<i>90.6</i>	<i>92.3</i>	<i>86.5</i>	<i>86.0</i>	<i>85.5</i>	<i>78.6</i>	<i>88.2</i>	<i>88.2</i>	<i>91.9</i>	<i>91.0</i>	<i>91.6</i>	<i>91.4</i>
<b>System Total</b>	<b>91.1</b>	<b>90.1</b>	<b>87.8</b>	<b>87.1</b>	<b>85.7</b>	<b>85.1</b>	<b>83.6</b>	<b>86.7</b>	<b>86.0</b>	<b>87.4</b>	<b>87.2</b>	<b>88.9</b>	<b>90.6</b>

Source: "Jurisdiction Program Summary of All First-Time Candidates Educated in Member Board Jurisdiction," issued by the National Council Licensure Examination for Registered Nurses; 1994-1997, March 1998; 1998-2002, March 2002 (revised); Annual Reports, 2003-2006; jurisdiction program summary for Georgia Board of Nursing. Received from Georgia Board of Nursing; compiled by University System of Georgia, Office of Strategic Research and Analysis; revised January 2007. If both ASN and BSN programs existed at the same time at an institution, the pass rates are combined.

## Appendix 4

**Number of First-Time Nursing Candidates Taking NCLEX, 1994 to 2006  
by USG Institution of Degree (ASN and BSN Programs Combined)  
Georgia Board of Nursing Jurisdiction**

<b>Institutions and Sector Totals</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Georgia State University	62	48	54	39	44	39	38	51	51	48	79	97	100
Medical College of Georgia	153	155	145	137	137	148	119	109	136	130	154	153	152
<b><i>Research Universities</i></b>	<b>215</b>	<b>203</b>	<b>199</b>	<b>176</b>	<b>181</b>	<b>187</b>	<b>157</b>	<b>160</b>	<b>187</b>	<b>178</b>	<b>233</b>	<b>250</b>	<b>252</b>
Georgia Southern University	72	48	67	63	55	41	42	78	56	61	81	71	79
Valdosta State University	63	97	104	73	88	54	37	35	45	53	44	57	69
<b><i>Regional Universities</i></b>	<b>135</b>	<b>145</b>	<b>171</b>	<b>136</b>	<b>143</b>	<b>95</b>	<b>79</b>	<b>113</b>	<b>101</b>	<b>114</b>	<b>125</b>	<b>128</b>	<b>148</b>
Albany State University	11	17	23	16	12	15	14	10	10	13	6	9	4
Armstrong Atlantic State University-	202	171	121	122	46	43	48	45	67	47	125	83	82
Augusta State University	75	59	54	53	34	24	23	24	23	32	39	60	64
Clayton State University	130	117	100	101	42	59	50	34	40	43	36	55	65
Columbus State University	84	92	73	78	24	18	20	34	26	33	38	42	53
Georgia College & State University	116	83	74	68	66	58	58	67	60	55	67	64	67
Georgia Southwestern State University	65	79	63	49	0	0	0	0	2	15	10	15	25
Kennesaw State University	161	160	144	142	89	86	40	71	77	80	121	155	148
North Georgia Coll. & State U.	71	96	60	68	54	47	49	48	60	84	103	99	97
University of West Georgia	40	59	40	36	0	0	19	27	32	22	24	30	37
<b><i>State Universities Combined</i></b>	<b>944</b>	<b>933</b>	<b>752</b>	<b>733</b>	<b>367</b>	<b>350</b>	<b>321</b>	<b>360</b>	<b>397</b>	<b>424</b>	<b>569</b>	<b>612</b>	<b>642</b>
Abraham Baldwin Agricultural College	97	108	107	100	98	95	53	45	38	59	89	128	120
Dalton State College	75	74	62	50	53	49	36	37	32	52	48	53	49
Gordon College	91	129	111	76	62	50	44	50	42	41	57	66	68
Macon State College	147	167	133	104	91	78	49	52	53	63	63	67	75
Middle Georgia College	77	57	46	33	41	28	24	22	24	54	66	70	56
<b><i>State Colleges</i></b>	<b>487</b>	<b>535</b>	<b>459</b>	<b>363</b>	<b>345</b>	<b>300</b>	<b>206</b>	<b>206</b>	<b>189</b>	<b>269</b>	<b>323</b>	<b>384</b>	<b>368</b>

## Appendix 4 (cont.)

**Number of First-Time Nursing Candidates Taking NCLEX, 1994 to 2006  
by USG Institution of Degree (ASN and BSN Programs Combined)  
Georgia Board of Nursing Jurisdiction**

<b>Institutions and Sector Totals</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Coastal Georgia Community College	76	85	54	53	65	65	39	35	36	33	40	56	54
Darton College	85	111	98	107	76	113	64	45	93	87	93	121	119
Georgia Highlands College	118	130	102	106	58	43	42	37	52	54	84	74	89
Georgia Perimeter College	162	152	156	136	157	117	105	95	64	66	63	71	43
South Georgia College	95	94	71	95	72	56	54	50	42	57	55	58	67
<b><i>Two-Year Colleges</i></b>	<b>536</b>	<b>572</b>	<b>481</b>	<b>497</b>	<b>428</b>	<b>394</b>	<b>304</b>	<b>262</b>	<b>287</b>	<b>297</b>	<b>335</b>	<b>380</b>	<b>372</b>
<b>System Total Combined</b>	<b>2,317</b>	<b>2,388</b>	<b>2,062</b>	<b>1,905</b>	<b>1,464</b>	<b>1,326</b>	<b>1,067</b>	<b>1,101</b>	<b>1,161</b>	<b>1,282</b>	<b>1,585</b>	<b>1,754</b>	<b>1,782</b>

Source: "Jurisdiction Program Summary of All First-Time Candidates Educated in Member Board Jurisdiction," issued by the National Council Licensure Examination for Registered Nurses; 1994-1997, March 1998; 1998-2002, March 2002 (revised); Annual Reports, 2003-2006; jurisdiction program summary for Georgia Board of Nursing. Received from Georgia Board of Nursing; compiled by University System of Georgia, Office of Strategic Research and Analysis; revised January 2007.

## Appendix 5

**Number of First-Time Nursing Candidates Passing NCLEX, 1994 to 2006  
by USG Institution of Degree (ASN and BSN Programs Combined)  
Georgia Board of Nursing Jurisdiction**

<b>Institutions and Sector Totals</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Georgia State University	50	42	38	34	36	30	28	39	41	39	65	89	95
Medical College of Georgia	138	147	127	124	123	131	109	103	118	108	133	140	136
<b><i>Research Universities</i></b>	<b>188</b>	<b>189</b>	<b>165</b>	<b>158</b>	<b>159</b>	<b>161</b>	<b>137</b>	<b>142</b>	<b>159</b>	<b>147</b>	<b>198</b>	<b>229</b>	<b>231</b>
Georgia Southern University	56	37	58	58	51	36	39	66	40	48	76	67	73
Valdosta State University	57	86	84	62	83	44	35	27	39	35	30	52	59
<b><i>Regional Universities</i></b>	<b>113</b>	<b>123</b>	<b>142</b>	<b>120</b>	<b>134</b>	<b>80</b>	<b>74</b>	<b>93</b>	<b>79</b>	<b>83</b>	<b>106</b>	<b>119</b>	<b>132</b>
Albany State University	3	15	21	13	10	7	6	3	6	6	5	5	4
Armstrong Atlantic State University-	178	154	111	105	41	39	39	36	59	37	97	65	75
Augusta State University	61	53	48	49	27	24	20	21	20	30	37	55	58
Clayton State University	121	110	82	81	25	45	30	30	33	42	34	51	59
Columbus State University	77	83	66	66	19	18	20	32	24	27	36	38	53
Georgia College & State University	112	73	68	62	56	47	53	49	49	51	61	55	64
Georgia Southwestern State University	58	68	48	42	0	0	0	0	2	14	7	11	23
Kennesaw State University	152	146	130	130	75	71	38	68	71	75	112	133	133
North Georgia Coll. & State U.	64	86	51	52	44	45	47	39	49	75	84	90	85
University of West Georgia	38	54	36	33	0	0	14	21	28	22	22	26	32
<b><i>State Universities Combined</i></b>	<b>864</b>	<b>842</b>	<b>661</b>	<b>633</b>	<b>297</b>	<b>296</b>	<b>267</b>	<b>299</b>	<b>341</b>	<b>379</b>	<b>495</b>	<b>529</b>	<b>586</b>
Abraham Baldwin Agricultural College	84	95	90	89	72	74	44	41	35	55	77	114	103
Dalton State College	67	70	58	46	46	46	32	32	28	44	42	46	42
Gordon College	84	111	86	60	56	44	41	49	42	40	55	56	63
Macon State College	135	154	120	90	84	67	35	48	45	59	55	59	67
Middle Georgia College	71	49	45	33	39	23	23	20	17	40	49	60	51
<b><i>State Colleges</i></b>	<b>441</b>	<b>479</b>	<b>399</b>	<b>318</b>	<b>297</b>	<b>254</b>	<b>175</b>	<b>190</b>	<b>167</b>	<b>238</b>	<b>278</b>	<b>335</b>	<b>326</b>

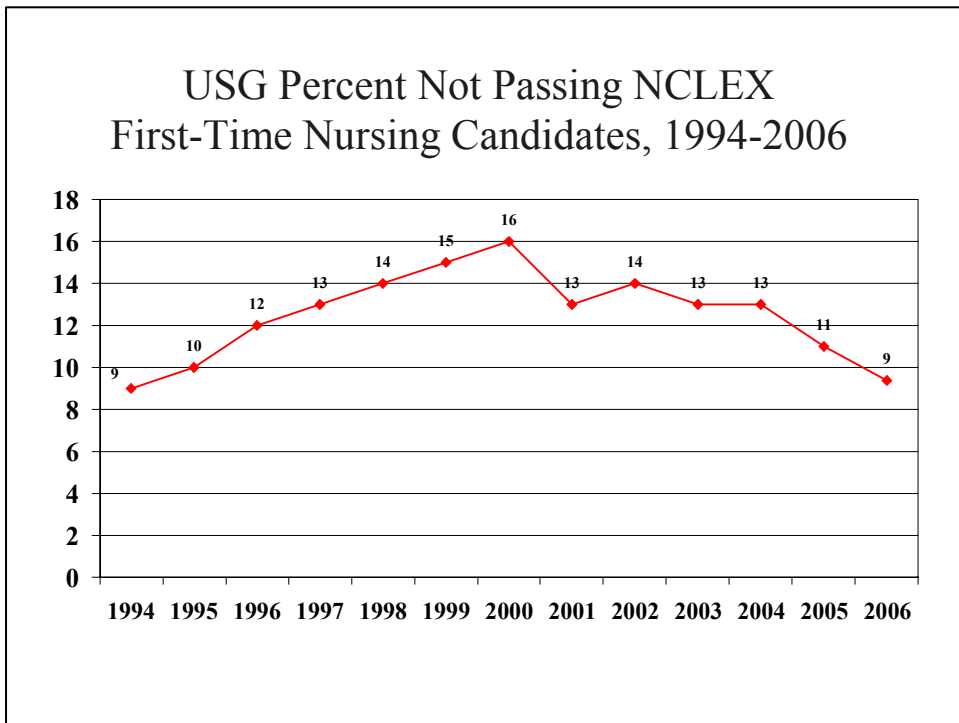
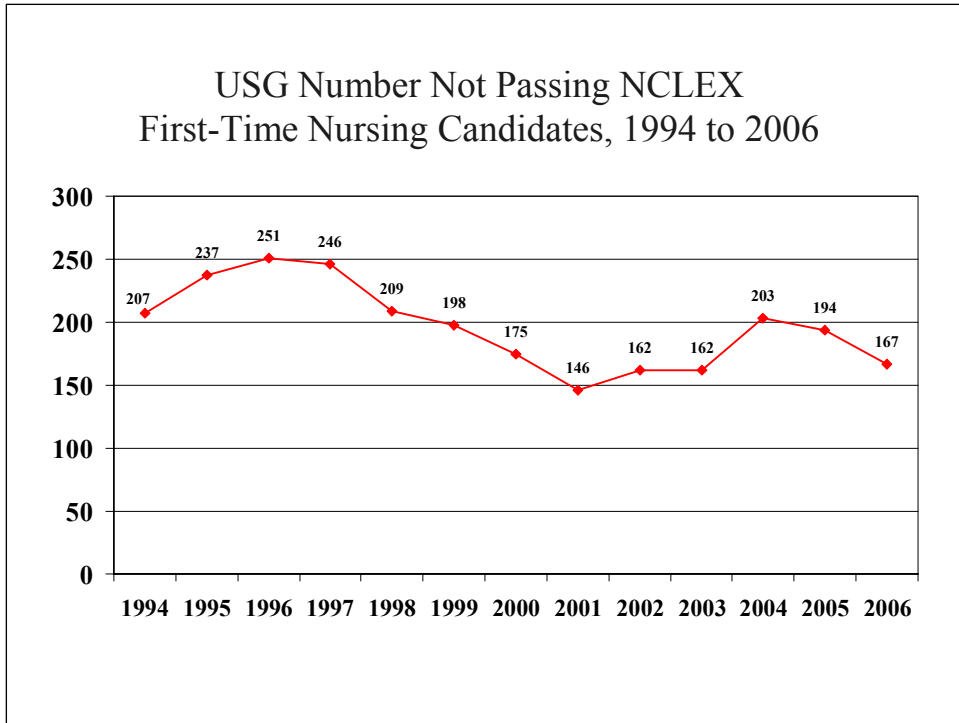
## Appendix 5 (cont.)

**Number of First-Time Nursing Candidates Passing NCLEX, 1994 to 2006  
by USG Institution of Degree (ASN and BSN Programs Combined)  
Georgia Board of Nursing Jurisdiction**

<b>Institutions and Sector Totals</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Coastal Georgia Community College	73	78	50	50	60	60	32	33	31	31	37	55	48
Darton College	81	104	91	103	70	100	52	40	82	81	82	107	106
Georgia Highlands College	113	117	92	78	55	39	35	35	48	47	74	70	82
Georgia Perimeter College	148	133	143	117	121	91	73	82	57	65	63	71	43
South Georgia College	89	86	68	82	62	47	47	41	35	49	49	45	61
<b><i>Two-Year Colleges</i></b>	<b>504</b>	<b>518</b>	<b>444</b>	<b>430</b>	<b>368</b>	<b>337</b>	<b>239</b>	<b>231</b>	<b>253</b>	<b>273</b>	<b>305</b>	<b>348</b>	<b>340</b>
<b>System Total</b>	<b>2,110</b>	<b>2,151</b>	<b>1,811</b>	<b>1,659</b>	<b>1,255</b>	<b>1,128</b>	<b>892</b>	<b>955</b>	<b>999</b>	<b>1,120</b>	<b>1,382</b>	<b>1,560</b>	<b>1,615</b>

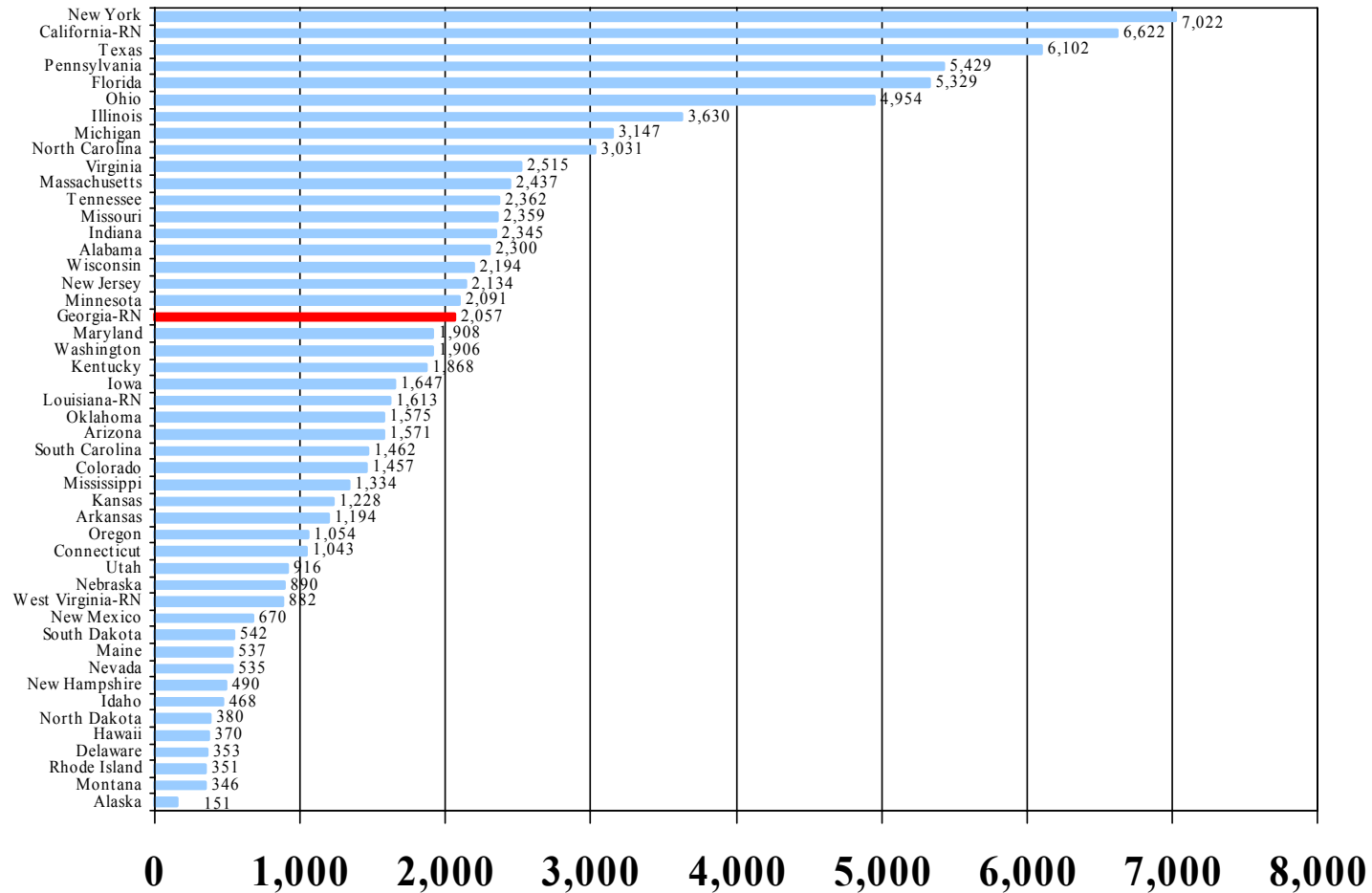
Source: "Jurisdiction Program Summary of All First-Time Candidates Educated in Member Board Jurisdiction," issued by the National Council Licensure Examination for Registered Nurses; 1994-1997, March 1998; 1998-2002, March 2002 (revised); Annual Reports, 2003-2006; jurisdiction program summary for Georgia Board of Nursing. Received from Georgia Board of Nursing; compiled by University System of Georgia, Office of Strategic Research and Analysis; revised January 2007.

Appendix 6



Appendix 7

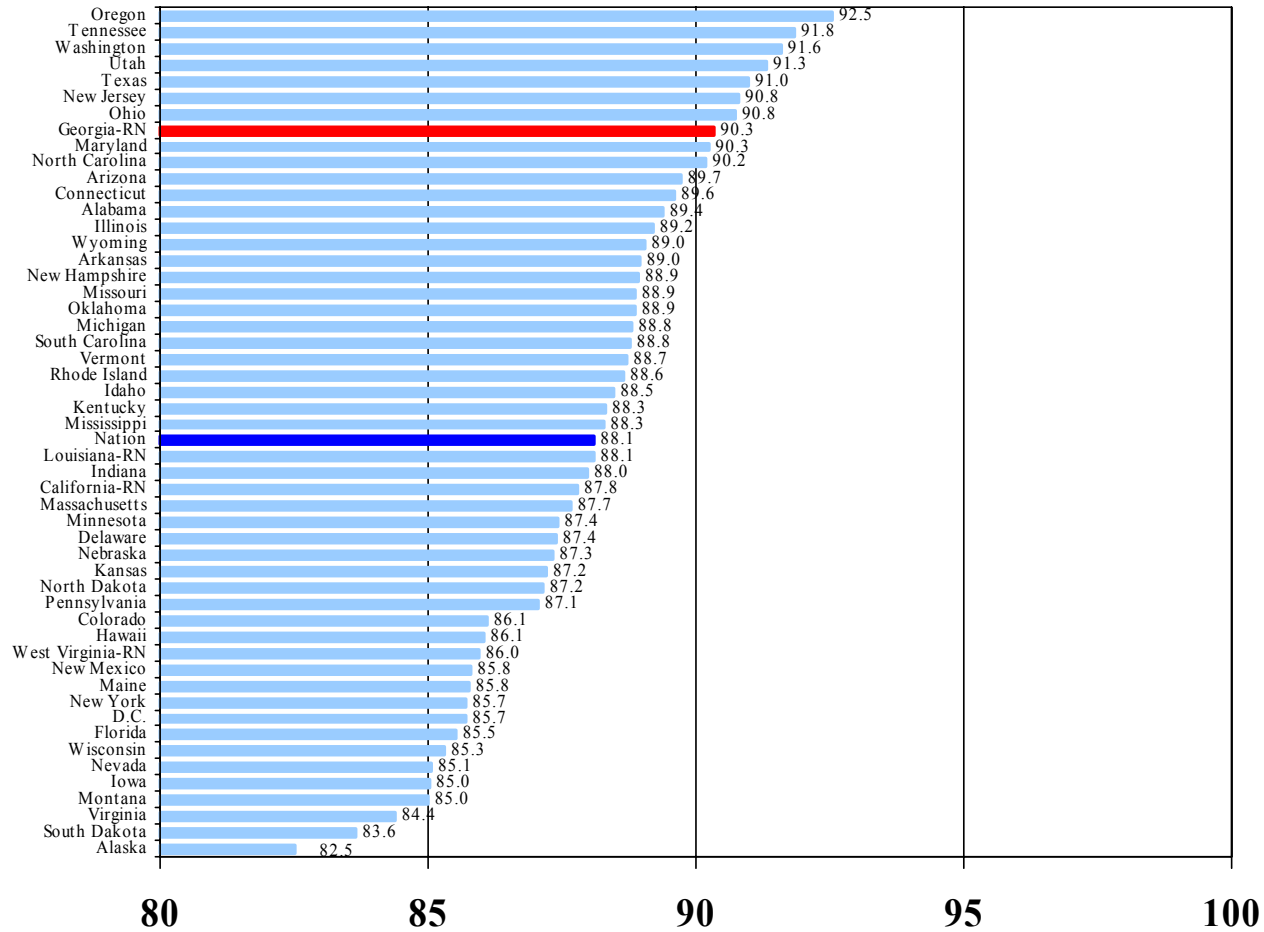
Number Passing NCLEX by State, 2006  
 First-Time Nursing Candidates (Total Number of New RNs, 97,549)



Appendix 7 (continued)

Percent Passing NCLEX by State, 2006

First-Time Pass Rate for 110,712 New RNs Nursing Candidates



*Draft—March 23, 2007***Applicants to Nursing Programs in USG Institutions**

Two types of pre-licensure degree programs (those that result in an RN) are approved in University System of Georgia institutions: Bachelor of Science in Nursing (BSN) and Associate of Science in Nursing (ASN).<sup>1</sup> BSN degrees are offered at 12 USG institutions; ASN degrees are also offered at 12 institutions. Research, regional, and state universities offer the BSN degree, while state universities, state colleges, and two-year colleges offer the ASN degree. Application to these nursing programs is separate from admission to an institution. Application and admission to a nursing program generally follows admission and enrollment at the institution and completion of some coursework; however, that is not always the case (for example, at Medical College of Georgia).

In addition, programs differ in terms of when they admit students. Some programs admit beginning students in summer term, fall semester, and spring semester. For example, in the reports that follow, Kennesaw State University admitted students to begin the BSN program in both summer and fall. Other institutions admit students to begin the program only one term of the year. For example, Medical College of Georgia admitted a cohort of students to begin the BSN in summer, but admitted no students to begin in Fall Semester.

Admissions standards vary between ASN and BSN programs and also among programs within a degree type. Thus, a student who did not meet minimum admissions criteria at one institution might meet the criteria for admission to another institution.

Nursing programs are regulated by the Board of Nursing. Specifically, the minimum number of faculty per the number of enrolled students is set by the Board of Nursing. As a result, an institution cannot add students without adding additional faculty. USG institutions report that there are currently many unfilled positions in nursing programs at most USG institutions, and the number is increasing. In most areas of the state it is difficult to hire replacement nursing faculty, because nursing faculty are able to earn a significantly higher salaries by working in clinical settings than in academia. Although the growth of some programs is limited by facilities capacity, the nursing faculty shortage is a more critical factor limiting growth on most campuses.

This report is based on the first collection of data of applicants to nursing programs across the USG (all other System data bases collect data on enrolled students). The data on applicants to one institution were compared to data from other institutions; thus, unduplicated counts of students who were denied admission to one institution but enrolled at another institution are provided for each term. A description of the attached tables follows for Summer 2006 and Fall 2006 applicants, divided into BSN and ASN programs.

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<sup>1</sup> There are a few Master of Science in Nursing programs that produce a small number of pre-licensure nurses, but those are not included here. In FY2006, there were 81 MSN degrees conferred by USG institutions, including a small number conferred to new RNs. Further, it is possible that some institutions included applicants to BSN programs who already had an RN. Although most BSN programs are designed for students who do not have an RN, there are a few programs, called RN to BSN completion programs, that admit students who already have an RN license. These “completion” programs are not differentiated from BSN programs for students who do not have the RN. This report was designed to include only those programs that produce new RNs.

### **BSN Applicants, Summer Term 2006**

Three institutions, Medical College of Georgia, Kennesaw State University, and University of West Georgia, admitted students to the BSN program for Summer Term 2006. (See Appendix 1.)

- There were 1,013 applicants to BSN programs in USG institutions for Summer 2006. Of that number, 310 were accepted (30.6 percent), and 256 of the 310 (82.6 percent) enrolled in the nursing program.
- Of the 1,013 applicants, 703 (69.4 percent) were denied admission. Of those students denied admission, 488 (69.4 percent) met the minimum criteria for admissions to the nursing program at the institution where they applied.
- Of the 703 who were denied admission to the nursing program, 93 (13.2 percent) enrolled in Summer Term at the same institution where they had applied for admission to the nursing program. Of the 93 students, 23 (24.8 percent) enrolled in another major; 70 (75.2 percent) enrolled in “pre-nursing” majors. It is likely that many of these 70 students will continue to try for admission to a nursing program. They are self-declared majors in nursing, but they are not admitted to the nursing program.
- Of the 703 who were denied admission to a nursing program, 119 (16.9 percent) enrolled at another institution in the USG in Summer term. Of the 119, 41 (34.5 percent) enrolled in another major at another institution; 64 (53.8 percent) enrolled in a pre-nursing major at another institution. Of the 119 originally denied admission for Summer term at the institution listed, 14 (11.8 percent) were admitted and enrolled in a nursing program at another institution. Of those enrolled in a nursing program, 12 were enrolled in a BSN program, and 2 in an ASN program. The 14 students represent 2.0 percent of the 703 students who were denied admission to the institution of application. Thus, 98.0 percent of the applicants who were denied admission at the institution listed were not enrolled in a nursing program in another USG institution in summer.
- Of those 703 students denied admission, 491 (69.8 percent) were not enrolled at any institution in the USG in Summer Term 2006.

### **BSN Applicants, Fall Semester 2006**

Ten institutions admitted students to the BSN program for Fall Semester 2006. (See Appendix 2.)

- In Fall 2006, there were 2,099 applicants to BSN programs in USG institutions. Of that number, 646 were accepted (30.8 percent), and 527 of the 646 (81.6 percent) enrolled in the nursing program at the institution listed.

- Of the 2,099 applicants, 1,453 (69.2 percent) were denied admission. Of those denied admission 62.7 percent (or 911 students) met the minimum criteria for admissions to the nursing program at the institution where they applied.
- Of the 1,453 who were denied admission to the nursing program, 379 enrolled at the same institution where they had applied for admission to the nursing program. Of the 379, 39.1 percent enrolled in another major; 60.9 percent continued to be enrolled in “pre-nursing” majors. It is likely that many of these students will continue to try for admission to a nursing program. We have anecdotal evidence that some students will continue to seek admission to a nursing program well into their senior year, earning hours toward another bachelor’s degree but still hoping to become a nurse.
- Of the 1,453 students who were denied admission to the nursing program, 435 enrolled at another institution in the USG in Fall term. Of the 435, 28.0 percent (122) enrolled in another major at another institution; 39.5 percent (172) enrolled in pre-nursing majors; and 32.4 percent (141) were admitted and enrolled in a nursing program at another institution. Of those enrolled in a nursing program, 70 were enrolled in a BSN program, and 71 in an ASN program. The 141 students represent 9.7 percent of the 1,453 students who were denied admission to the institution of application. Thus, 90.3 percent of the applicants who were denied admission were not enrolled in a nursing program in the USG.
- Of those denied admission, 44.0 percent (639 students) were not enrolled at any institution in the USG in Fall 2006.

### **ASN Applicants, Summer Term 2006**

Seven institutions admitted students to the associate of science in nursing programs in Summer 2006. (See Appendix 3.)

- In Summer 2006, there were 525 applicants to ASN programs in USG institutions. Of that number, 290 (55.2 percent) were accepted, and 250 of the 290 (86.2 percent) enrolled in the nursing program.
- Of the 525 applicants, 235 (44.7 percent) were denied admission. In contrast to the BSN applicants, most of the students who were denied admission (92.3 percent, or 217 students) did not meet the minimum criteria for admissions to the nursing program at the institution where they applied.
- Of the 235 who were denied admission to the nursing program, 23 enrolled at the same institution where they had applied for admission to the nursing program. Of the 23, 1 enrolled in another major; 22 continued to be enrolled in “pre-nursing” majors.
- Of the 235 who were denied admission to the nursing program, 30 students enrolled at another institution in the USG in summer. Of the 30 students, 8 students enrolled in

another major at another institution; 16 enrolled in pre-nursing majors; and 6 were admitted and enrolled in a nursing program at another institution. Of those enrolled in a nursing program, none were enrolled in a BSN program. The 6 students represent 2.6 percent of the 235 students who were denied admission to the institution of application. Thus, 97.4 percent of the denied applicants were not enrolled in a nursing program in the USG.

- Of those denied admission, 77.4 percent were not enrolled at any institution in the USG in Summer 2006.

### **ASN Applicants, Fall Semester 2006**

Eleven institutions admitted students to the ASN program for Fall Semester 2006. (See Appendix 4.)

- In Fall 2006, there were 3,519 applicants to ASN programs in USG institutions. Of that number, 1,192 were accepted (33.9 percent), and 914 of the 1,192 (76.7 percent) enrolled in the nursing program at the institution listed.
- Of the 3,519 applicants, 2,327 (66.1 percent) were denied admission. Of those denied admission 26.3 percent (or 613 students) met the minimum criteria for admissions to the nursing program at the institution where they applied.
- Of the 2,327 who were denied admission to the nursing program, 664 enrolled at the same institution where they had applied for admission to the nursing program. Of the 664, 21.7 percent enrolled in another major, and 78.3 percent continued to be enrolled in “pre-nursing” majors.
- Of the 2,327 students who were denied admission to the nursing program, 465 enrolled at another institution in the USG in Fall. Of the 465, 33.8 percent (157) enrolled in another major at another institution; 40.9 percent (190) enrolled in pre-nursing majors; and 25.3 percent (118) were admitted and enrolled in a nursing program at another institution. Of those enrolled in a nursing program, 23 were enrolled in a BSN program and 95 in an ASN program. The 118 students represent 5.1 percent of the 2,327 students who were denied admission to the institution of application. 94.9 percent of the applicants who were denied admission were not enrolled in a nursing program in the USG.
- Of those denied admission, 51.5 percent (1,198 students) were not enrolled at any institution in the USG in Fall 2006.

## Summary

Very few students who are denied admission at one institution are admitted and enrolled in a nursing program in another institution in the same term. For example, only 118 of those 2,327 denied admission to an ASN program in Fall 2006 college enrolled in a nursing degree program at another institution. It is possible that some of these students were admitted in subsequent terms, and the USG System Office will investigate that.

The following table summarizes the above points and the tables that follow:

**Summary of USG Nursing Applicants, Accepted, Enrolled, Denied and Enrolled  
in Another Nursing Program**

Term and Type of Program	Nursing Program Applicants			Total Denied Ad- mission	Denied but Enrolled in Other USG Nursing Program		
	Applied	Accepted	Enrolled		Total Enrolled in Nursing	BSN Nursing Program	ASN Nursing Program
BSN Summer 2006	1,013	310	256	703	14	12	2
BSN Fall 2006	2,099	646	527	1,453	141	70	71
ASN Summer 2006	525	290	250	235	6	0	6
ASN Fall 2006	3,519	1,192	914	2,327	118	23	95

To put these numbers into context, there were 1,945 degrees conferred at the BSN or ASN level in FY2006. Slightly more than 200 of the BSN degrees were conferred students who already had been licensed as RNs (from survey data the System estimates that the number of new nurses produced was approximately 1,736).

The Task Force on Health Professions Education, chaired by President Daniel Rahn of the Medical College of Georgia, estimated in June 2006 that around 20,000 new RNs would be needed in Georgia by 2012. At the current rate of production of nurses, there will be only about 12,000 new nurses produced by 2012 by both USG and DTAE. This assumes that all nurses produced pass the nursing exam, work as a full-time nurse, and remain in Georgia.

Building capacity in nursing programs to provide admission to qualified applicants would contribute greatly toward meeting the nursing shortage. There is not enough systematic data to inform us about how long a student would continue to “wait” to be admitted to a nursing program. Similarly, we do not know the effects of such large numbers of denied admissions on the future pool of prospective nursing students. It is likely that many qualified students choose another major rather than wait to be admitted.

**Appendix 1.**  
**Pre-Licensure Nursing Degree Programs, First-Time Students**  
**Bachelor of Science in Nursing (BSN Nursing)\***  
**Applicants for Admission in Summer 2006**

Institution	Summer 2006 Nursing Degree Program Applicants						Summer 2006 Outcomes for Students Denied Admission to Nursing Program							
	Nursing Program			Number Denied Admission			Enrolled Same Institution		Enrolled Other System Institution				Did Not Enroll in USG	
	Applied	Accepted	Enrolled	Total	Met Admissions Criteria	Did Not Meet Admissions Criteria	In Another Major	Pre-Nursing Major	In Another Major	Pre-Nursing Major	Enrolled in Nursing Program			
											Total	BSN Nursing Program		ASN Nursing Program
Medical College of Georgia <i>Research Universities</i>	391 <b>391</b>	168 <b>168</b>	138 <b>138</b>	223 <b>223</b>	182 <b>182</b>	41 <b>41</b>	0 <b>0</b>	0 <b>0</b>	27 <b>27</b>	24 <b>24</b>	2 <b>2</b>	2 <b>2</b>	0 <b>0</b>	170 <b>170</b>
Kennesaw State University University of West Georgia <i>State Universities</i>	411 211 <b>622</b>	61 81 <b>142</b>	50 68 <b>118</b>	350 130 <b>480</b>	265 41 <b>306</b>	85 89 <b>174</b>	19 4 <b>23</b>	51 19 <b>70</b>	11 3 <b>14</b>	29 11 <b>40</b>	9 3 <b>12</b>	7 3 <b>10</b>	2 0 <b>2</b>	231 90 <b>321</b>
<b>System Total</b>	<b>1,013</b>	<b>310</b>	<b>256</b>	<b>703</b>	<b>488</b>	<b>215</b>	<b>23</b>	<b>70</b>	<b>41</b>	<b>64</b>	<b>14</b>	<b>12</b>	<b>2</b>	<b>491</b>

\*This includes students who applied to any bachelor's program with a CIP code of 51.1601 (nursing), including Bachelor of Science programs with a major in nursing.

**Appendix 2.**  
**Pre-Licensure Nursing Degree Programs, First-Time Students**  
**Bachelor of Science in Nursing (BSN Nursing)\***  
**Applicants for Admission in Fall 2006**

Institution	Fall 2006 Nursing Degree Program Applicants						Fall 2006 Outcomes for Students Denied Admission to Nursing Program							
	Nursing Program			Number Denied Admission			Enrolled Same Institution		Enrolled Other System Institution				Did Not Enroll in USG	
	Applied	Accepted	Enrolled	Total	Met Admissions Criteria	Did Not Meet Admissions Criteria	In Another Major	Pre-Nursing Major	In Another Major	Pre-Nursing Major	Enrolled in Nursing Program			
											Total	BSN Nursing Program		ASN Nursing Program
Georgia State University	271	79	68	192	120	72	15	41	12	25	21	17	4	78
<b>Research Universities</b>	<b>271</b>	<b>79</b>	<b>68</b>	<b>192</b>	<b>120</b>	<b>72</b>	<b>15</b>	<b>41</b>	<b>12</b>	<b>25</b>	<b>21</b>	<b>17</b>	<b>4</b>	<b>78</b>
Georgia Southern Univ.	150	58	58	92	60	32	19	9	15	9	12	5	7	28
Valdosta State Univ.	80	41	41	39	25	14	4	14	1	2	1	0	1	17
<b>Regional Universities</b>	<b>230</b>	<b>99</b>	<b>99</b>	<b>131</b>	<b>85</b>	<b>46</b>	<b>23</b>	<b>23</b>	<b>16</b>	<b>11</b>	<b>13</b>	<b>5</b>	<b>8</b>	<b>45</b>
Albany State University	108	58	28	50	0	50	13	4	6	6	0	0	0	21
Armstrong Atlantic S. U.	180	67	53	113	99	14	39	0	15	9	10	6	4	40
Clayton State University	230	58	46	172	18	154	11	39	12	20	21	9	12	69
Columbus State U.	150	100	89	50	38	12	3	19	5	2	0	0	0	21
Georgia College & S.U.	148	57	57	91	40	51	2	13	10	13	18	6	12	35
Georgia Southwest. S.U.	72	41	33	31	13	18	3	0	3	1	9	1	8	15
Kennesaw State U.	710	87	54	623	498	125	39	92	43	85	49	26	23	315
<b>State Universities</b>	<b>1,598</b>	<b>468</b>	<b>360</b>	<b>1,130</b>	<b>706</b>	<b>424</b>	<b>110</b>	<b>167</b>	<b>94</b>	<b>136</b>	<b>107</b>	<b>48</b>	<b>59</b>	<b>516</b>
<b>System Total</b>	<b>2,099</b>	<b>646</b>	<b>527</b>	<b>1,453</b>	<b>911</b>	<b>542</b>	<b>148</b>	<b>231</b>	<b>122</b>	<b>172</b>	<b>141</b>	<b>70</b>	<b>71</b>	<b>639</b>

\* This includes students who applied to any bachelor's program with a CIP code of 51.1601 (nursing), including Bachelor of Science programs with a major in nursing.

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**Appendix 3.**  
**Pre-Licensure Nursing Degree Programs, First-Time Students**  
**Associate of Science in Nursing (ASN Nursing)\***  
**Applicants for Admission in Summer 2006**

Institution	Summer 2006 Nursing Degree Program Applicants						Summer 2006 Outcomes for Students Denied Admission to Nursing Program							
	Nursing Program			Number Denied Admission			Enrolled Same Institution		Enrolled Other System Institution				Did Not Enroll in USG	
	Applied	Accepted	Enrolled	Total	Met Admissions Criteria	Did Not Meet Admissions Criteria	In Another Major	Pre-Nursing Major	In Another Major	Pre-Nursing Major	Enrolled in Nursing Program			
											Total	BSN Nursing Program		ASN Nursing Program
Augusta State University	25	17	15	8	0	8	0	1	0	0	0	0		0
North Georgia College & S. U.	78	38	38	40	1	39	0	0	2	3	2	0	2	33
<b>State Universities</b>	<b>103</b>	<b>55</b>	<b>53</b>	<b>48</b>	<b>1</b>	<b>47</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>40</b>
Abraham Baldwin Agric. Col.	136	41	41	95	0	95	0	9	2	11	1	0	1	72
<b>State Colleges</b>	<b>136</b>	<b>41</b>	<b>41</b>	<b>95</b>	<b>0</b>	<b>95</b>	<b>0</b>	<b>9</b>	<b>2</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>72</b>
Darton College	126	106	87	20	0	20	1	1	1	1	0	0	0	16
Georgia Highlands College	53	33	28	20	7	13	0	5	0	0	1	0	1	14
Georgia Perimeter College	45	11	11	34	10	24	0	6	0	0	2	0	2	26
South Georgia College	62	44	30	18	0	18	0	0	3	1	0	0	0	14
<b>Two-Year Colleges</b>	<b>286</b>	<b>194</b>	<b>156</b>	<b>92</b>	<b>17</b>	<b>75</b>	<b>1</b>	<b>12</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>70</b>
<b>System Total</b>	<b>525</b>	<b>290</b>	<b>250</b>	<b>235</b>	<b>18</b>	<b>217</b>	<b>1</b>	<b>22</b>	<b>8</b>	<b>16</b>	<b>6</b>	<b>0</b>	<b>6</b>	<b>182</b>

\*This includes students who applied to any associate program with a CIP code of 51.1601 (nursing), including Associate of Science programs with a major in nursing.

**Appendix 4.**  
**Pre-Licensure Nursing Degree Programs, First-Time Students**  
**Associate of Science in Nursing (ASN Nursing)\***  
**Applicants for Admission in Fall 2006**

Institution	Fall 2006 Nursing Degree Program Applicants						Fall 2006 Outcomes for Students Denied Admission to Nursing Program								
	Nursing Program			Number Denied Admission			Enrolled Same Institution		Enrolled Other System Institution						Did Not Enroll in USG
	Applied	Accepted	Enrolled	Total	Met Admissions Criteria	Did Not Meet Admissions Criteria	In Another Major	Pre-Nursing Major	In Another Major	Pre-Nursing Major	Enrolled in Nursing Program				
											Total	BSN Nursing Program	ASN Nursing Program		
Augusta State University	182	52	48	130	64	66	15	31	6	8	1	0	1	69	
North Georgia College & S. U.	528	130	126	398	91	307	21	46	42	57	17	4	13	215	
<b>State Universities</b>	<b>710</b>	<b>182</b>	<b>174</b>	<b>528</b>	<b>155</b>	<b>373</b>	<b>36</b>	<b>77</b>	<b>48</b>	<b>65</b>	<b>18</b>	<b>4</b>	<b>14</b>	<b>284</b>	
Abraham Baldwin Agric. Col.	258	84	48	174	0	174	14	45	12	11	11	2	9	81	
Dalton State College	409	93	0	316	46	270	23	99	3	1	0	0	0	190	
Gordon College	294	99	99	195	158	37	10	71	11	13	6	1	5	84	
Macon State College	390	72	53	318	236	82	20	73	14	27	27	4	23	157	
Middle Georgia College	245	56	55	189	0	189	9	34	11	17	21	2	19	97	
<b>State Colleges</b>	<b>1,596</b>	<b>404</b>	<b>255</b>	<b>1,192</b>	<b>440</b>	<b>752</b>	<b>76</b>	<b>322</b>	<b>51</b>	<b>69</b>	<b>65</b>	<b>9</b>	<b>56</b>	<b>609</b>	
Darton College	285	199	178	86	1	85	5	24	18	6	2	2	0	31	
Georgia Highlands College	271	163	130	108	0	108	3	30	8	15	5	2	3	47	
Georgia Perimeter College	507	147	107	360	9	351	21	60	25	31	26	5	21	197	
South Georgia College	150	97	70	53	8	45	3	7	7	4	2	1	1	30	
<b>Two-Year Colleges</b>	<b>1,213</b>	<b>606</b>	<b>485</b>	<b>607</b>	<b>18</b>	<b>589</b>	<b>32</b>	<b>121</b>	<b>58</b>	<b>56</b>	<b>35</b>	<b>10</b>	<b>25</b>	<b>305</b>	
<b>System Total</b>	<b>3,519</b>	<b>1,192</b>	<b>914</b>	<b>2,327</b>	<b>613</b>	<b>1,714</b>	<b>144</b>	<b>520</b>	<b>157</b>	<b>190</b>	<b>118</b>	<b>23</b>	<b>95</b>	<b>1,198</b>	

\*This includes students who applied to any associate program with a CIP code of 51.1601 (nursing), including Associate of Science programs with a major in nursing.

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USG/SRA/cmh—March 23, 2007

## MEMORANDUM

**TO:** USG Presidents  
USG Nursing Subcommittee

**FROM:** Daniel W. Rahn, MD, Senior Vice Chancellor for Health and Medical Programs  
Lucy Marion, PhD, Chair, Nursing Education Task Force

**DATE:** April 18, 2007

**SUBJECT: Nursing Education Funding Proposal Description**

The University System of Georgia (USG) has 25 institutions with pre-licensure nursing programs: 13 associate degrees, 12 baccalaureate degrees, and 1 master's entry degree (one institution provides 2 types). Chancellor Erroll Davis and Senior Vice Chancellor for Health and Medical Programs Dan Rahn created the Nursing Education Task Force (NETF) for the purpose of rapidly addressing the supply side of an impending critical nursing shortage by increasing the number of newly registered nurses in Georgia. The NETF, in collaboration with Dr. Rahn and Dr. Cathie Hudson, Associate Vice Chancellor for Strategic Research and Analysis, has been working since September, 2006, to understand existing data and to create new data for decision support. Currently, subgroups of the NETF focus on students, faculty, clinical placements, curriculum, data, and recommended ASN/BSN mix.

***Goal: By 2010, increase the number of USG pre-licensure nursing graduates by 50% (estimated numbers of graduates in FY 07 1,800), to 2,700 and optimally to 3,000.***

Funding Opportunity: The NETF has been tasked by Senior Vice Chancellor Dan Rahn with establishing a procedure for distributing *potential* (unknown—if or how much) recurring funds to USG nursing programs that show the most promise for increasing the number of pre-licensure graduates. Dr. Rahn has requested funds for FY 08, so we are hopeful that we can let you know an amount soon. In the meantime, we recommend that you write proposals between \$50,000 and \$200,000. In the case of partnerships between nursing programs in USG institutions, this total may be increased according to the number of partner institutions.

Program Proposal Process: Presidents and program leaders who believe they have the capacity to increase the number of pre-licensure graduates are encouraged to submit a written proposal outlining their strategies and needed resources. The Task Force has made every effort to create a brief and straight forward application. **The turn around time is very short with a deadline of May 15<sup>th</sup>. Awards will be announced by June 15.**

NETF Role: The NETF Faculty Subgroup will review applications and recommend award amounts to Dr. Rahn and Dr. Beheruz Sethna, Interim Chief Academic Officer and Executive Vice Chancellor. Other NETF members, with the exception of the review committee, will be available to provide consultation or help you think through the application process and can be requested by emailing Lucy Marion at [LuMarion@mcg.edu](mailto:LuMarion@mcg.edu).

Eligibility for USG Funding: All pre-licensure (associate, baccalaureate, and masters nursing degree entry programs) funding proposals will require a commitment to increase new pre-licensure graduates by a specified number within a specific time frame. Proposals should include standardized data for students, faculty, costs, and clinical placements and will be ranked according to incorporation of the primary and intermediate priorities and rationale.

Primary Priority Outcome

- Increase in number of pre-licensure graduates

Intermediate Priorities

- Increase in program retention and graduation rates
- Partnerships/joint proposals among nursing institutions to increase the number of pre-licensure graduates and/or improve efficiencies
- Contribution of matching funds from other sources including internal institutional funds, partner health systems funds, philanthropy and/or grants
- NCLEX pass rates within six months of graduation (Please note that state-level data on this measure are currently not available. In the interim, you should reference the current NCLEX pass rate for first-time test-takers that is published by the Board of Nursing. You may also cite six-month rates that you have calculated based on student verification.)
- Total number of graduates passing the NCLEX exam within six months of graduation
- Reduction in cost per graduate

Examples of Fundable Activities

- Faculty salary increases
- New faculty positions
- Conversion of part time faculty to full time
- New programs (accelerated programs, satellites, and other distance methods)
- Partnerships with other nursing programs and health systems, etc.
- Conversion/expansion of associate degree programs to generic baccalaureate programs]
- Academic support to increase retention and graduation rates
- Other

The NETF looks forward to facilitating and maximizing the use of strategic funding for nursing education throughout the University System of Georgia nursing programs. If you have questions, please contact any member of the task force.

**Georgia BOR Nursing Education Task Force**  
**Georgia Nursing Initiative**  
**Funding Application**

**OBJECTIVE OF FUNDING INITIATIVE:** Increase by 50% (from ~1800 to ~2700) the number of prelicensure graduates by the USG by 2010 (FY 2007 through FY 2009) through growth and efficiencies.

Applications for USG funding must be submitted by Nursing Programs to Dr. Joan Darden ([jdarden@darton.edu](mailto:jdarden@darton.edu)) by **Tuesday, May 15, 2007**.

1. Each application submission must satisfy the criteria listed below and will be awarded points based on the value proposition contained in the submission. The total points will contribute to the ultimate decision to award the funds.
2. The Nursing Education Task Force will evaluate the applications and present approved proposals to SVC Dan Rahn by June 15, 2007.
3. Recipient will provide periodic progress reports to SVC Dan Rahn and the Nursing Education Task Force in a format to be provided at a later date.
4. In order to be considered for funding, limit the application to three pages, excluding the budget information.

Grantee Information	
Institution Name:	Contact Name:
Address:	Date:
Phone number:	
Type of Program (ASN, BSN, etc.):	
Grant Proposal Name:	
Requested Amount:	\$

**Note: For the selected fields of required data, strategy for using system data is forthcoming from BOR Office of Strategic Research and Analysis. Other items will be derived by individual program applicants.**

Student Data :
Number of <i>new</i> prelicensure students enrolled (FY06):
Total number of prelicensure students enrolled (FY06):
NCLEX Pass Rate (FY06):
Number of applicants to prelicensure programs (FY06):
Attrition Rate (FY05 and FY06):
Percent of qualified applicants (prelicensure) denied (FY06):
Number of prelicensure graduates (FY06):

**Faculty Data**

# Full-time faculty in prelicensure program:

# Part-time faculty in prelicensure program:

Average salary for prelicensure faculty on a 9 month basis:

**Nursing Program Budget**

Total Budget for Nursing Program (FY06 and FY07):

Cost per graduate (FY06 and FY07)\*:

\*total program budget divided by number of graduates each year

**Proposal**

**Proposal Summary** – Provide a brief summary of the proposed project/request for resources.

**Needs and Challenges** – Give a brief description of the need and the challenges which limit growth in the number of prelicensure graduates in your area. Include specific information that supports the solutions identified. For example, include data that are not already required (see above) such as faculty qualifications and vacancies, non traditional students issues, and any other data that support the need to address the problem/challenge identified.

**Outcomes, Benefits and Impact** – In chart below, describe the proposed primary and intermediate outcomes resulting from the project; demonstrate a results-oriented approach to managing and operating the project by describing outcome measures relevant to measuring success or impact of the project.

**Priority Outcome:** \_\_\_\_\_ # increase in new prelicensure graduates by \_\_\_\_\_ (date)

Activity*	Rationale/justification	Intermediate Outcomes (measures and amount)	Sustainability/Expected Impact

\*e.g. salary increases, conversion of faculty status from nine month to twelve month or part time to full time, new faculty slots, etc.

**Clinical Placement Issues:** Describe the planned clinical placements and any potential displacement of existing learners with the implementation of your proposed increase in prelicensure graduates.

**Institutional Commitment:** For projects that include budgetary contributions from other institutional sources, describe institutional commitment and contributions.



**Recommendations on Improving System Data on Nursing and Healthcare Programs, Students, and Faculty**

Problem	USG Data Systems Affected	Source Data System	Questions	Possible Solutions
Cannot differentiate between BSN and RN to BSN Programs. Both have CIP of 51.1601 and acronym of BSN. Reports showing degrees conferred combine the two types of degrees.	D&MA, SIRS, ADM	D&MA and Banner		Institutions with RN to BSN programs would use an extension of 05 to the CIP. USG could distinguish between the two programs internally. Programs are still lumped together for federal reporting.
Need to record additional attributes of programs for use with data analysis. For example, we need to differentiate accelerated programs from conventional nursing programs.	D&MA, SIRS, ADM	D&MA and Banner		
Similar nursing programs use different degree acronyms; all use CIP of 51.1601.  Degree level code    Degree acronym V                      ADN ASN B                      BS BSN M                      MS MSN	D&MA, SIRS, ADM	D&MA and Banner	Are the programs indeed similar? TF should recommend acronym (unless there is very good reason for difference).	Use the same acronym for associate programs; same for bachelor's programs; etc.

Problem	USG Data Systems Affected	Source Data System	Questions	Possible Solutions
Need to be able to attach faculty and other employees to a degree program.	D&MA, SIRS, ADM; HRDM; CIR	D&MA and Banner	Can faculty be attached to program? What if faculty teach in more than one program? Can time be apportioned?	
Need to be able to attach faculty and other employees to a department code (and to financial data)	D&MA, ADM/CIR; HRDM; CIR; financials	D&MA and Banner	Can faculty be attached to a department code? What if faculty teach in more than one department? Can time be apportioned?	
Nursing is one of several programs in some departments. How do we cost out different parts of programs?	D&MA, ADM/CIR; HRDM; CIR; financials	D&MA and Banner		
Need to identify faculty teaching nursing courses. Do we assume all have same Teaching CIP in MFE? Do all courses in nursing programs have nursing CIP?	D&MA, ADM/CIR; HRDM; CIR; financials	D&MA and Banner		
Need to collect data on nursing program enrollment	SIRS/ADM	Banner	Can we collect this in TEDU? At the time that variable was created, only one attribute was allowed to be collected. We likely will have several attributes possible for some students.	

Problem	USG Data Systems Affected	Source Data System	Questions	Possible Solutions
Need to collect data on nursing program applicants, acceptances, denials	ADM	Banner	This information is often not collected in Banner, but kept in shadow systems.	
Need to collect data on NCLEX pass/no pass.	ADM	Banner	This information is often not collected in Banner, but kept in shadow systems.	

**Nursing Program Enrollment, Fall-to-Fall Retention Rates, and Graduation Rates  
USG Associate Degree Programs in Nursing (ASN)**

<b>Abraham Baldwin Agricultural College</b>							
Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	72	67	93.1	56	77.8	NR	NR
Summer/Fall 2000	65	53	81.5	55	84.6	NR	NR
Summer/Fall 2001	69	52	75.4	57	82.6	NA	NA
Summer/Fall 2002	102	84	82.4	90	88.2	NA	NA
Summer/Fall 2003	114	81	71.1	93	81.6	NA	NA
Summer/Fall 2004	111	97	87.4	NA	NA	NA	NA
Summer/Fall 2005	90	79	87.8	NA	NA	NA	NA

**Augusta State University**

<b>Augusta State University</b>							
Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	40	25	62.5	25	62.5	NR	NR
Summer/Fall 2000	32	31	96.9	23	71.9	NR	NR
Summer/Fall 2001	31	17	54.8	31	100.0	NA	NA
Summer/Fall 2002	48	32	66.7	39	81.3	NA	NA
Summer/Fall 2003	47	46	97.9	44	93.6	NA	NA
Summer/Fall 2004	67	64	95.5	NA	NA	NA	NA
Summer/Fall 2005	64	56	87.5	NA	NA	NA	NA

**Bainbridge College--No Response.**

**Coastal Georgia Community College**

Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	74	51	68.9	34	45.9	NR	NR
Summer/Fall 2000	76	44	57.9	36	47.4	NR	NR
Summer/Fall 2001	78	33	42.3	33	42.3	NA	NA
Summer/Fall 2002	85	50	58.8	42	49.4	NA	NA
Summer/Fall 2003	113	63	55.8	56	49.6	NA	NA
Summer/Fall 2004	101	61	60.4	NA	NA	NA	NA
Summer/Fall 2005	145	80	55.2	NA	NA	NA	NA

**Dalton State College**

Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	41	34	82.9	37	90.2	NR	NR
Summer/Fall 2000	42	31	73.8	32	76.2	NR	NR
Summer/Fall 2001	59	50	84.7	52	88.1	NA	NA
Summer/Fall 2002	63	50	79.4	52	82.5	NA	NA
Summer/Fall 2003	61	48	78.7	46	75.4	NA	NA
Summer/Fall 2004	66	48	72.7	NA	NA	NA	NA
Summer/Fall 2005	81	61	75.3	NA	NA	NA	NA

**Darton College**

Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	101	89	88.1	48	47.5	NR	NR
Summer/Fall 2000	158	129	81.6	64	40.5	NR	NR
Summer/Fall 2001	136	112	82.4	62	45.6	NA	NA
Summer/Fall 2002	167	143	85.6	78	46.7	NA	NA
Summer/Fall 2003	203	163	80.3	96	47.3	NA	NA
Summer/Fall 2004	185	141	76.2	NA	NA	NA	NA

Summer/Fall 2005	184	146	79.3	NA	NA	NA	NA
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### Georgia Highlands College

Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	45	30	66.7	28	62.2	NR	NR
Summer/Fall 2000	80	57	71.3	51	63.8	NR	NR
Summer/Fall 2001	86	57	66.3	43	50.0	NA	NA
Summer/Fall 2002	121	100	82.6	76	62.8	NA	NA
Summer/Fall 2003	130	102	78.5	89	68.5	NA	NA
Summer/Fall 2004	131	104	79.4	NA	NA	NA	NA
Summer/Fall 2005	136	93	68.4	NA	NA	NA	NA

### Georgia Perimeter College

Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	192	131	68.2	92	47.9	NR	NR
Summer/Fall 2000	168	129	76.8	71	42.3	NR	NR
Summer/Fall 2001	144	111	77.1	56	38.9	NA	NA
Summer/Fall 2002	146	102	69.9	60	41.1	NA	NA
Summer/Fall 2003	175	102	58.3	61	34.9	NA	NA
Summer/Fall 2004	145	82	56.6	NA	NA	NA	NA
Summer/Fall 2005	118	80	67.8	NA	NA	NA	NA

### Gordon College

Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	NR	NR	NR	NR	NR	NR	NR
Summer/Fall 2000	NR	NR	NR	NR	NR	NR	NR
Summer/Fall 2001	NR	NR	NR	NR	NR	NA	NA
Summer/Fall 2002	104	54	51.9	54	51.9	NA	NA

Summer/Fall 2003	93	49	52.7	48	51.6	NA	NA
Summer/Fall 2004	NR	NR	NR	NA	NA	NA	NA
Summer/Fall 2005	119	73	61.3	NA	NA	NA	NA

### Macon State College

Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	NR	NR	NR	NR	NR	NR	NR
Summer/Fall 2000	NR	NR	NR	NR	NR	NR	NR
Summer/Fall 2001	58	42	72.4	8	13.8	NA	NA
Summer/Fall 2002	61	48	78.7	8	13.1	NA	NA
Summer/Fall 2003	68	51	75.0	7	10.3	NA	NA
Summer/Fall 2004	49	34	69.4	NA	NA	NA	NA
Summer/Fall 2005	47	41	87.2	NA	NA	NA	NA

### Middle Georgia College

Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	58	28	48.3	26	44.8	NR	NR
Summer/Fall 2000	63	30	47.6	21	33.3	NR	NR
Summer/Fall 2001	83	32	38.6	54	65.1	NA	NA
Summer/Fall 2002	80	56	70.0	69	86.3	NA	NA
Summer/Fall 2003	54	52	96.3	67*	124.1*	NA	NA
Summer/Fall 2004	68	54	79.4	NA	NA	NA	NA
Summer/Fall 2005	55	48	87.3	NA	NA	NA	NA

\*There is an anomaly with the reported data (a graduation rate cannot exceed 100 percent.)

### North Georgia College & State University

	One-Year Retention	Institution-Specific Graduation
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Entering Cohort	Number Enrolled	Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	81	68	84.0	43	53.1	NR	NR
Summer/Fall 2000	82	72	87.8	60	73.2	NR	NR
Summer/Fall 2001	136	110	80.9	74	54.4	NA	NA
Summer/Fall 2002	155	143	92.3	114	73.5	NA	NA
Summer/Fall 2003	134	120	89.6	98	73.1	NA	NA
Summer/Fall 2004	116	104	89.7	NA	NA	NA	NA
Summer/Fall 2005	106	98	92.5	NA	NA	NA	NA

### South Georgia College

Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	65	57	87.7	38	58.5	NR	NR
Summer/Fall 2000	78	55	70.5	46	59.0	NR	NR
Summer/Fall 2001	85	60	70.6	48	56.5	NA	NA
Summer/Fall 2002	104	67	64.4	57	54.8	NA	NA
Summer/Fall 2003	118	88	74.6	66	55.9	NA	NA
Summer/Fall 2004	92	76	82.6	NA	NA	NA	NA
Summer/Fall 2005	119	101	84.9	NA	NA	NA	NA

### USG Bachelor Degree Programs in Nursing (BSN)

Excludes RN to BSN Completion Programs

### Albany State University

Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	NR	NR	NR	NR	NR	NR	NR
Summer/Fall 2000	NR	NR	NR	NR	NR	NR	NR
Summer/Fall 2001	10	10	100.0	9	90.0	NA	NA
Summer/Fall 2002	NR	NR	NR	NR	NR	NA	NA
Summer/Fall 2003	2	2	100.0	1	50.0	NA	NA

Summer/Fall 2004	28	14	50.0	NA	NA	NA	NA
Summer/Fall 2005	34	15	44.1	NA	NA	NA	NA

### Armstrong Atlantic State University

Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	NR	NR	NR	NR	NR	NR	NR
Summer/Fall 2000	NR	NR	NR	NR	NR	NR	NR
Summer/Fall 2001	NR	NR	NR	NR	NR	NA	NA
Summer/Fall 2002	NR	NA	NR	NR	NR	NA	NA
Summer/Fall 2003	64	64	100.0	NR	NR	NA	NA
Summer/Fall 2004	72	53	73.6	NA	NA	NA	NA
Summer/Fall 2005	69	NR	NR	NA	NA	NA	NA

### Clayton State University\*

Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	NR	NR	NR	NR	NR	NR	NR
Summer/Fall 2000	NR	NR	NR	NR	NR	NR	NR
Summer/Fall 2001	NR	NR	NR	NR	NR	NA	NA
Summer/Fall 2002	NR	NA	NR	NR	NR	NA	NA
Summer/Fall 2003	NR	NR	NR	NR	NR	NA	NA
Summer/Fall 2004	NR	NR	NR	NA	NA	NA	NA
Summer/Fall 2005	NR	NR	NR	NA	NA	NA	NA

\*Clayton State University responded to the survey but did not respond to questions on retention and graduation.

### Columbus State University

Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate

Summer/Fall 1999	NR	NR	NR	29	NR	NR	NR
Summer/Fall 2000	37	NR	NR	26	70.3	NR	NR
Summer/Fall 2001	37	NR	NR	32	86.5	NA	NA
Summer/Fall 2002	70	48	68.6	38	54.3	NA	NA
Summer/Fall 2003	70	52	74.3	41	58.6	NA	NA
Summer/Fall 2004	70	58	82.9	NA	NA	NA	NA
Summer/Fall 2005	70	64	91.4	NA	NA	NA	NA

### Georgia College & State University\*

Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	NR	NR	NR	NR	NR	NR	NR
Summer/Fall 2000	NR	NR	NR	NR	NR	NR	NR
Summer/Fall 2001	NR	NR	NR	NR	NR	NA	NA
Summer/Fall 2002	NR	NR	NR	NR	NR	NA	NA
Summer/Fall 2003	NR	NR	NR	NR	NR	NA	NA
Summer/Fall 2004	NR	NR	NR	NA	NA	NA	NA
Summer/Fall 2005	NR	NR	NR	NA	NA	NA	NA

\*GC&SU responded to the survey but did not respond to questions on retention and graduation.

### Georgia Southern University

Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	41	36	87.8	36	87.8	36	87.8
Summer/Fall 2000	37	30	81.1	29	78.4	29	78.4
Summer/Fall 2001	50	38	76.0	33	66.0	NA	NA
Summer/Fall 2002	52	43	82.7	37	71.2	NA	NA
Summer/Fall 2003	50	38	76.0	35	70.0	NA	NA
Summer/Fall 2004	50	45	90.0	NA	NA	NA	NA
Summer/Fall 2005	50	50	100.0	NA	NA	NA	NA

**Georgia Southwestern State University**

Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	NR	NR	NR	NR	NR	NR	NR
Summer/Fall 2000	3	3	100.0	2	66.7	NR	NR
Summer/Fall 2001	16	NR	NR	12	75.0	NA	NA
Summer/Fall 2002	18	NR	NR	10	55.6	NA	NA
Summer/Fall 2003	10	NR	NR	8	80.0	NA	NA
Summer/Fall 2004	37	28	75.7	NA	NA	NA	NA
Summer/Fall 2005	27	21	77.8	NA	NA	NA	NA

**Georgia State University**

Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	NR	NR	NR	NR	NR	NR	NR
Summer/Fall 2000	NR	NR	NR	NR	NR	NR	NR
Summer/Fall 2001	NR	NR	NR	NR	NR	NA	NA
Summer/Fall 2002	NR	NR	NR	NR	NR	NA	NA
Summer/Fall 2003	99	96	97.0	78	78.8	NA	NA
Summer/Fall 2004	56	55	98.2	NA	NA	NA	NA
Summer/Fall 2005	55	48	87.3	NA	NA	NA	NA

**Kennesaw State University**

Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	63	39	61.9	41	65.1	NR	NR
Summer/Fall 2000	49	39	79.6	34	69.4	NR	NR
Summer/Fall 2001	61	53	86.9	46	75.4	NA	NA
Summer/Fall 2002	81	71	87.7	69	85.2	NA	NA
Summer/Fall 2003	80	69	86.3	66	82.5	NA	NA
Summer/Fall 2004	90	72	80.0	NA	NA	NA	NA

Summer/Fall 2005	104	85	81.7	NA	NA	NA	NA
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### Medical College of Georgia

Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	NR	NR	NR	NR	NR	NR	NR
Summer/Fall 2000	NR	NR	NR	NR	NR	NR	NR
Summer/Fall 2001	142	135	95.1	NR	NR	NA	NA
Summer/Fall 2002	166	154	92.8	NR	NR	NA	NA
Summer/Fall 2003	154	144	93.5	NR	NR	NA	NA
Summer/Fall 2004	158	NR	NR	NA	NA	NA	NA
Summer/Fall 2005	150	NR	NR	NA	NA	NA	NA

### University of West Georgia

Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	NR	NR	NR	NR	NR	NR	NR
Summer/Fall 2000	41	37	90.2	33	80.5	NR	NR
Summer/Fall 2001	29	27	93.1	20	69.0	NA	NA
Summer/Fall 2002	33	30	90.9	26	78.8	NA	NA
Summer/Fall 2003	44	36	81.8	NR	NR	NA	NA
Summer/Fall 2004	45	44	97.8	NA	NA	NA	NA
Summer/Fall 2005	75	72	96.0	NA	NA	NA	NA

**Valdosta State University**

Entering Cohort	Number Enrolled	One-Year Retention		Institution-Specific Graduation			
		Number Retained Subsequent Fall	One-Year Retention Rate	Number Graduated Within Three Years	Three-Year Graduation Rate	Number Graduated Within Six Years	Six-Year Graduation Rate
Summer/Fall 1999	NR	NR	NR	NR	NR	NR	NR
Summer/Fall 2000	NR	NR	NR	NR	NR	NR	NR
Summer/Fall 2001	NR	NR	NR	NR	NR	NA	NA
Summer/Fall 2002	NR	NR	NR	NR	NR	NA	NA
Summer/Fall 2003	44	38	86.4	34	77.3	NA	NA
Summer/Fall 2004	35	28	80.0	NA	NA	NA	NA
Summer/Fall 2005	51	38	74.5	NA	NA	NA	NA

NR= No Response

NA= Not applicable (cannot calculate)

**University System of Georgia**  
**Number of USG Nursing Graduates in FY2005, Number in Georgia Labor Market, and Employment Rates**  
**in 2006 by Degree Level**

Institution	Bachelor's Degree Graduates (BSN)		
	# Graduates	Labor Market	
		#	%
Georgia State University	101	80	79.2
Medical College of Georgia	185	154	83.2
<i>Research Universities</i>	<i>286</i>	<i>234</i>	<i>81.8</i>
Georgia Southern University	87	62	71.3
Valdosta State University	78	61	78.2
<i>Regional Universities</i>	<i>165</i>	<i>123</i>	<i>74.5</i>
Albany State University	19	19	100.0
Armstrong Atlantic State University	99	89	89.9
Clayton State University	73	55	75.3
Columbus State University	45	42	93.3
Georgia College & State University	71	67	94.4
Georgia Southwestern State University	19	18	94.7
Kennesaw State University	139	118	84.9
North Georgia College & State University	27	26	96.3
University of West Georgia	65	53	81.5
<i>State Universities</i>	<i>557</i>	<i>487</i>	<i>87.4</i>
<b>System Total BSN</b>	<b>1,008</b>	<b>844</b>	<b>83.7</b>

Institution	Associate Degree Graduates (ASN)		
	# Graduates	Labor Market	
		#	%
Augusta State University	59	45	76.3
North Georgia College & State University	117	103	88.0
<i>State Universities</i>	<i>176</i>	<i>148</i>	<i>84.1</i>
Abraham Baldwin Agricultural College	126	115	91.3
Dalton State College	51	37	72.5
Gordon College	66	60	90.9
Macon State College	54	51	94.4
Middle Georgia College	86	77	89.5
<i>State Colleges</i>	<i>383</i>	<i>340</i>	<i>88.8</i>
Coastal Georgia Community College	57	48	84.2
Darton College	134	119	88.8
Georgia Highlands College	76	73	96.1
Georgia Perimeter College	74	67	90.5
South Georgia College	56	55	98.2
<i>Two-Year Colleges</i>	<i>397</i>	<i>362</i>	<i>91.2</i>
<b>System Total ASN</b>	<b>956</b>	<b>850</b>	<b>88.9</b>

\*Nursing graduates are defined as those with a CIP Code of 51.16. The total number of USG graduates above counts degrees awarded, counting any instance of multiple degrees awarded to the same student during one graduation year. Thus, a student who earns a degree from two institutions is counted twice above, and similarly labor market participation is counted twice for that student. (This is very rare.) Within an institution, labor market totals are distinct counts, i.e., each student is counted only once, even if the person appears in more than one job during the year.