



Survey of Nursing Education Programs: *2005–2006 School Year*

EXECUTIVE SUMMARY

In the fall of 2006, the Michigan Center for Nursing conducted a survey of nursing education programs in Michigan to collect information on the types of programs offered, their enrollment capacity, the number of graduates, student and faculty demographics, and current issues affecting program capacity. Survey recipients were asked for data on all nursing education programs offered by their institution during the 2005–2006 school year. Responses were received from 49 education institutions out of 50 institutions surveyed, but some institutions did not provide complete information.

The Michigan Board of Nursing (BON) approves the maximum number of pre-licensure students that may be enrolled (i.e., admission slots) in programs that offer a practical nursing (PN) diploma or certificate, an associate's degree in nursing (ADN), or a bachelor of science in nursing (BSN). Programs may have difficulty filling admission slots if they currently lack faculty, facilities, or clinical placement sites to support the approved admission slots. These slots may also go unfilled if there are too few qualified applicants, or if admitted applicants do not enroll because of financial or personal reasons or acceptance to another education program. Survey findings show that during the 2005–2006 school year,

- an estimated 4 percent (153) of the admission slots for PN and ADN students were unfilled, and
- an estimated 7 percent (134) of the admission slots for pre-licensure BSN students were unfilled.

While some programs report that they did not have enough qualified applicants in 2005–2006, most report that they had more qualified applicants than the number of approved admission slots. In a few programs, qualified applicants were not enrolled even though there were unfilled admission slots. Overall, for the 40 institutions that provided complete application and enrollment data, 4,298 qualified applicants were not enrolled.¹

- PN programs report that 36 percent (297) of qualified applicants were not enrolled.

¹ The number of applicants is based on the number of *applications* received by each institution. Many students apply to more than one institution and may become enrolled in one institution, but be counted as not enrolled at another institution. Therefore, these numbers are likely to exaggerate the size of the overall applicant pool for these 40 institutions and the number of applicants not enrolled.

- Combined PN and ADN programs report that 65 percent (1,101) of qualified applicants were not enrolled.
- ADN programs report that 54 percent (2,037) of qualified applicants were not enrolled.
- BSN programs report that 36 percent (863) of qualified applicants were not enrolled.

Survey results for the 2005–2006 school year show that

- 1,314 graduates received a certificate or diploma through a PN program,
- 2,165 graduates received an ADN,
- 1,277 graduates received a BSN,
- 242 graduates received an MSN, and
- 20 graduates received a PhD in nursing.

Not all graduates, however, are new to the practice of nursing.² For example, survey data show that one-fourth of BSN students newly enrolled during 2005–2006 were already licensed as registered nurses (RNs).

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

- the overall vacancy rate for full-time faculty positions in nursing education programs is 7 percent (50 out of 697 positions) and the vacancy rate for adjunct faculty positions is 6 percent (54 out of 871 positions)
- 42 percent of full-time faculty are 55 years of age or older;
- 14 percent of full-time faculty are expected to retire in the next three years; and
- 19 percent of full-time faculty are expected to retire in the next five years.

When asked about issues of concern for their program, survey respondents most often identified difficulty filling faculty positions, followed by the lack of enough sites for clinical placements for nursing students. Of the 49 institutions responding to the survey,

- 33 have difficulty filling full-time faculty positions and 30 have difficulty filling adjunct faculty positions in particular specialty areas;
- 31 lack enough *sites* for clinical placements for nursing students;
- 22 lack enough *preceptors* for clinical placements for nursing students;
- 17 lack adequate support systems for at-risk nursing students;
- 16 lack enough classroom facilities and 16 lack laboratory facilities, equipment, and supplies for nursing students;
- 10 lack technology resources for nursing students; and
- 10 lack funding support.

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

INTRODUCTION

In the fall of 2006, the Michigan Center for Nursing conducted a survey of all nursing education programs in Michigan to collect information on the types of programs offered, their enrollment capacity, the number of graduates, demographic information on students and faculty, and current issues affecting program capacity. The survey results presented in this report provide information that will be used along with data from future surveys to analyze trends in enrollment, graduation, and program capacity that have an impact on the nursing workforce in Michigan.

METHODOLOGY

The Michigan Center for Nursing contracted with Public Sector Consultants Inc. (PSC) for development, implementation, and analysis of the survey of nursing education programs. The survey instrument for 2005–2006 was similar to one the center piloted for the *Survey of Nursing Education Programs: 2002–2003 School Year*, but some questions and formatting were revised to improve clarity and ease of response. The survey instrument was designed in collaboration with the Michigan Center for Nursing Advisory Board, with specific input from a subgroup of board members representing nursing education programs.

In October 2006, the survey was mailed to 50 education institutions that offer nursing education programs in Michigan. Respondents were given the option of completing the survey form and returning it by mail or completing the survey online. Follow-up phone calls, letters, and e-mail notices were used to prompt response to the survey. By mid-January 2007, survey responses were received from 49 of the 50 institutions surveyed.

Survey recipients were asked to complete the survey with information for all nursing education programs offered by the parent institution during the 2005–2006 school year. If they were unable to report actual numbers, they were offered the option of providing an estimate (and labeling the data as an estimate) or indicating that the data were not available. Some programs indicated that they do not keep information on the demographic characteristics of their student population and/or faculty, particularly adjunct faculty. Some programs were unable to provide data regarding the applications received by their program, and a few were unable to provide the total number of students enrolled. Response rates for specific questions are indicated in the data tables.

TYPES OF NURSING PROGRAMS

There are a variety of nursing certificate or degree programs in Michigan. In the 2005–2006 survey, respondents were asked to indicate the type(s) of nursing degrees and/or certificates offered by their institution (see Exhibit 1). An education institution may offer one or more type of degree/certificate program. For example, an institution may offer a practical nursing (PN) diploma or certificate program and a separate program for an associate's degree in nursing (ADN). Some institutions offer a combined PN and ADN program and are counted in both the number of PN programs offered and the number of ADN programs offered. Some institutions offer a bachelor of science in nursing (BSN), a master of science in nursing (MSN), and a doctoral degree in nursing (PhD).

EXHIBIT 1
**Number of Nursing Programs by Type of Degree/Certificate Offered,
 2005–2006 School Year**

Type of degree/certificate	Number of programs offered	Being developed or expanded	Discontinued since 2005–2006
Practical nurse diploma or certificate (PN)	25	3	0
Associate's degree in nursing (ADN)	32	0	1
Bachelor of science in nursing (BSN)	19	2	0
Master of science in nursing (MSN)	13	1	0
Doctorate in nursing (PhD)	3	1	0
Doctor of nursing practice (DNP)	2	4	0

SOURCE: *Michigan Center for Nursing Survey of Nursing Education Programs 2005–2006.*

NOTE: An education institution that offers more than one type of degree/certificate program is counted more than once in this table. Institutions that offer a combined PN and ADN program are counted in both the number of PN programs offered and the number of ADN programs offered.

Fifteen of the institutions offering an ADN program report that the first year of their program is designed for a licensed practical nurse (LPN) “exit option.” That is, after completing one year of the program, the student will have completed the necessary requirements to be eligible to take the licensure exam for a practical nurse.

Compared to survey results from 2002–2003, more institutions in the 2005–2006 survey report that they are developing or expanding programs. Three institutions are developing or expanding a practical nurse program, two are developing or expanding a BSN program, one is developing or expanding an MSN program, one is developing or expanding a PhD program, and four are developing or expanding a program for a doctor of nursing practice (DNP), a clinical practice-focused doctorate.

In 2005–2006, several accelerated programs in nursing are available. There are two accelerated PN programs, eight accelerated ADN programs, eight accelerated BSN programs, one accelerated MSN program, and one accelerated PhD program.

The number of institutions offering certificate programs beyond a baccalaureate or master's degree has changed some since 2002–2003; there are fewer certificate programs in advanced practice and more certificate programs in nursing education.

- Eight education institutions in Michigan offer a certificate program in advanced practice (e.g., nurse anesthetist, nurse practitioner, clinical nurse specialist, nurse midwife)
- Eleven offer a certificate program in nursing education (compared to nine in 2002–2003)
- Three offer a certificate program in nursing administration
- None offers a certificate program in nursing informatics

PROGRAM CAPACITY, APPLICATIONS, AND ENROLLMENT

The Michigan Board of Nursing (BON) approves the maximum number of students that may be enrolled (i.e., admission slots) in programs that offer a PN diploma or certificate, an ADN, or a BSN for pre-licensure students, i.e., students who are not already licensed as a registered nurse (RN).³ Based on survey responses, the BON approved approximately 926 admission slots for practical nursing students during the 2005–2006 school year and 2,366 admission slots for students seeking an ADN.⁴ Another 1,037 admission slots were approved for students entering a program that combines a practical nursing program with an ADN program (see Exhibit 2).

EXHIBIT 2
Capacity of Nursing Education Programs and Enrollment,
2005–2006 School Year

	PN programs	Combined PN & ADN programs	ADN programs	BSN programs (pre-licensure)
Number of admission slots approved by the BON	926	1,037	2,366	1,874
Number of students newly enrolled (admitted during 2005–2006 and began classes)	878	1,003	2,295	1,740
Number of unfilled slots	48	34	71	134

SOURCE: *Michigan Center for Nursing Survey of Nursing Education Programs 2005–2006.*

NOTE: Of the 15 institutions responding to the survey that offer distinct PN programs, only one was unable to provide data on the number of new enrollments. The number of admission slots was used to estimate the number of new enrollees for this institution. One institution offering a distinct PN program did not respond to the survey. One institution offering a combined PN and ADN program did not report any data on admission slots or enrollment. Of 23 schools offering a distinct ADN program, all but one provided data on admission slots and enrollment. All 17 institutions offering BSN programs for pre-licensure students reported both the number of admission slots approved by the BON and the number of new enrollments.

While some institutions report that they did not fill all their approved admission slots, some programs were granted an exception by the BON to fill additional slots above their approved capacity. One-third of the institutions offering PN programs (5 out of 15) did not fill the number of admission slots approved by the BON. One-half (4 out of 8) of the institutions offering a combined PN and ADN program reported that they did not fill all their admission slots. About one-fourth (5 out of 22) of institutions offering ADN programs (other than combined programs) did not fill all their admission slots. Overall,

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

⁴ These estimates do not include admission slots for one practical nurse certificate program, one combined PN and ADN program, and one institution with a distinct associate's degree program.

an estimated 4 percent (153) of the total admission slots for PN and ADN students went unfilled during 2005–2006.

There were an estimated 1,874 admission slots for pre-licensure students seeking a bachelor of science in nursing degree in 2005–2006. Seven out of 17 institutions reported that they did not fill all their admission slots approved by the BON. Overall, an estimated 7 percent (134) of the admission slots for pre-licensure BSN students went unfilled in 2005–2006.

The survey of nursing education programs does not ask why admission slots were not filled. Difficulty filling admission slots could be related to the immediate capacity of the program (e.g., lack of availability of faculty, facilities, or clinical placement sites to support the approved admission slots), to factors related to the applicants (e.g., too few qualified applicants, affordability of the program for the applicant, enrollment of the applicant in another program), or to a combination of factors. The explanation may differ for different education institutions. For example, two BSN programs report fewer qualified applicants than the number of admission slots approved for their pre-licensure programs, while four other BSN programs report more than enough qualified applicants, but they still did not fill all their approved admission slots. Similar variation is found among other types of nursing programs; some PN, combined PN and ADN, and distinct ADN programs report fewer qualified applicants, but the vast majority report more qualified applicants than the number of admission slots.

As a result, while some admission slots are going unfilled, for the state as a whole there are qualified applicants who are not being enrolled (see Exhibit 3). To compare the number of applicants to enrollments, only data from institutions that provided complete application and enrollment data were considered. Forty of the 49 education institutions responding to the survey provided data on the number of applicants, the number of applicants meeting minimum admission requirements, *and* the number of students newly enrolled. According to the aggregate data available for the undergraduate nursing education programs at these institutions:

- Distinct PN programs report that 36 percent (297) of qualified applicants were not enrolled.
- Combined PN and ADN programs report 65 percent (1,101) of qualified applicants were not enrolled.
- Distinct ADN programs report that 54 percent (2,037) of qualified applicants were not enrolled.
- Pre-licensure BSN programs report that 36 percent (863) of qualified applicants were not enrolled.

EXHIBIT 3
Applications Compared to Enrollment for Institutions with Complete Data,^a
2005–2006 School Year

	PN programs	Combined PN & ADN programs	ADN programs	BSN programs (pre-licensure)
Number of applicants ^b	1,313	3,873	6,140	4,691
Number of applicants ^b meeting minimum admission requirements	819	1,681	3,803	2,410
Number of students newly enrolled (admitted during 2002–2003 and began classes)	522	580	1,766	1,547
Number of qualified applicants not enrolled ^b	297	1,101	2,037	863

SOURCE: Michigan Center for Nursing Survey of Nursing Education Programs 2005–2006.

^a Forty of the 49 institutions responding to the survey were able to provide data on the number of applicants, the number of applicants meeting minimum admission requirements, and the number of students newly enrolled. These 40 institutions comprise 11 out of 16 institutions offering distinct PN programs in Michigan, 5 out of 9 institutions offering combined PN and ADN programs, 18 out of 23 institutions offering distinct ADN programs, and 16 out of 17 institutions offering pre-licensure BSN programs.

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

Caution must be taken in comparing data from the 2005–2006 survey of nursing education programs with data from the survey completed for the 2002–2003 school year. Some of the questions on the survey were modified and cannot be directly compared. Furthermore, the data reported for 2005–2006 is apt to be more accurate since clarifications have been made in the survey instrument and nursing education programs are more familiar with the data being requested. However, it is noteworthy that the total number of applicants reported by all nursing education programs (PN, combination PN & ADN, ADN, and BSN) for 2005–2006 is almost twice the number of applicants reported for 2002–2003.

GRADUATES

Nurses may enter the workforce with a certificate or degree from a PN program, a combined PN and ADN program, an ADN program, or a BSN program. During the 2005–2006 school year, based on survey responses, an estimated 4,756 graduates received a certificate or degree through one of these programs (see Exhibit 4).

EXHIBIT 4
Graduates of Nursing Education Programs,
1997–2000, 2002–2003, and 2005–2006

	1997–98	1998–99	1999–2000	2002–03	2005–06
PN graduates ^a	967	934	935	1,094	1,314
ADN graduates ^a	1,886	1,764	1,708	1,772	2,165
BSN graduates ^b	1,407	1,346	1,404	1,130	1,277
Total PN, ADN and BSN	4,260	4,044	4,047	3,951	4,756
MSN graduates ^c	n/a	n/a	n/a	200	242
PhD graduates	n/a	n/a	n/a	16	20

SOURCES: *Michigan Center for Nursing Survey of Nursing Education Programs 2005–2006*; *Michigan Center for Nursing Survey of Nursing Education Programs 2002–2003*; and *Study of the Current and Future Needs of the Professional Nursing Workforce in Michigan*, prepared for the Michigan Department of Consumer and Industry Services by Public Sector Consultants Inc., July 2001.

^a Graduates of combined ADN and PN programs are included in the number of students who graduated from a PN program or in the number who graduated from an ADN program depending on which portion of the program they completed. One institution offering a combined ADN and PN program did not report the number of PN or ADN graduates. One institution offering a distinct ADN program did not provide the number of graduates.

^b BSN graduates include pre-licensure BSN students and RNs completing a BSN. One institution offering a BSN program did not provide the number of graduates.

^c One MSN program did not report the number of MSN graduates in 2005–2006.

Not all of these graduates are new to the practice of nursing. Some of the graduates of ADN programs have been working as LPNs before receiving their ADN. Some of the BSN graduates have been working as licensed practical nurses or as registered nurses with an ADN before receiving their BSN. Survey data show that about one-fourth of BSN students newly enrolled in Michigan nursing education programs during 2005–2006 were already licensed as RNs.

Survey respondents reported 262 graduates from advanced degree programs during 2005–2006 (242 MSN graduates and 20 PhD graduates). These nurses do not add to the number of nurses in the workforce, but they do add to the number of nurses who have the credentials required for nursing program faculty and upper-level positions in health care administration.

STUDENT CHARACTERISTICS

Survey respondents were asked to provide demographic information for students enrolled during the 2005–2006 school year. About 85 percent of the nursing education programs provided information on the gender of their students, 82 percent of the programs provided information on race and ethnicity, and about 71 percent provided information on the age of their students.

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

have a higher percentage of students over the age of 25 than the BSN programs. As might be expected, the percentage of students in older age brackets is higher for MSN and PhD students.

Thirteen education programs reported that the most significant barrier for students who are trying to complete their nursing programs was personal/family issues, followed by “finances” (12), and “inadequate preparation before entering the nursing program” (10). Lack of affordable child care was selected as the most significant barrier by six respondents. One said there are not enough full-ride scholarships that would allow students to quit work while they complete the program. A few respondents commented that there are often numerous barriers for students who are trying to complete a degree.

EXHIBIT 5
Demographic Characteristics of Nursing Students,
2005–2006 School Year

	Percentage of				
	PN students	ADN students	BSN students	MSN students	PhD students
Gender					
Female	90%	90%	89%	92%	97%
Male	10	10	11	8	3
Race/Ethnicity					
American Indian/Alaskan Native	2	1	1	1	1
Asian or Pacific Islander	1	3	3	5	4
Black, Non-Hispanic	11	13	8	9	10
Hispanic	3	3	2	2	4
White, Non-Hispanic	82	81	86	84	81
Age					
25 and younger	34	29	63	10	1
26–30	25	22	13	21	10
31–40	23	32	13	34	28
41–50	15	14	10	27	34
51–60	3	3	2	8	24
61 and older	1	1	1	1	4

SOURCE: Michigan Center for Nursing Survey of Nursing Education Programs 2005–2006.

NOTE: About 85 percent of the nursing education programs provided information on the gender of their students, 82 percent of the programs provided information on race and ethnicity, and about 71 percent provided information on the age of their students.

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

FACULTY

Survey respondents were asked to provide the number of full-time faculty positions, the number of full-time positions filled by exception, the number of full-time vacancies, the number of adjunct faculty positions, and the number of adjunct faculty vacancies. Forty-three of the 50 institutions surveyed provided the number of filled, full-time faculty positions and vacancies, and the number of filled adjunct faculty positions and vacancies (see Exhibit 6). Based on the data provided, the overall vacancy rate for full-time faculty positions in nursing education programs is 7 percent; the vacancy rate for adjunct faculty positions is 6 percent.

Institutions were asked how many faculty member retirements they anticipate in the near future. The 42 education institutions providing this information report that they anticipate about 14 percent (92) of their full-time faculty will retire in the next three years. They anticipate that within the next five years about 19 percent (124) of their current full-time faculty will retire.

EXHIBIT 6

Number of Faculty and Vacancies in Michigan Nursing Education Programs, 2005–2006 School Year

Category	Number
Filled full-time faculty positions (including positions filled by exception ^a) [based on responses from 43 institutions out of 50 surveyed]	647
Full-time faculty positions filled by exception [based on responses from 43 institutions out of 50 surveyed]	3
Full-time faculty vacancies (open positions that the program is actively trying to fill) [based on responses from 43 institutions out of 50 surveyed]	50
Total number of full-time faculty member retirements anticipated over the next <u>three</u> (3) years [based on responses from 42 institutions out of 50 surveyed]	92
Total number of full-time faculty member retirements anticipated over the next <u>five</u> (5) years [based on responses from 42 institutions out of 50 surveyed]	124
Filled adjunct faculty positions [based on responses from 43 institutions out of 50 surveyed]	817
Adjunct faculty vacancies (open positions that the program is actively trying to fill) [based on responses from 43 institutions out of 50 surveyed]	54

SOURCE: *Michigan Center for Nursing Survey of Nursing Education Programs 2005–2006.*

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

Survey respondents were also asked to provide demographic information on their full-time and adjunct faculty. As shown in Exhibit 7,

- 4 percent of both full-time and adjunct faculty are male,
- 90 percent of full-time faculty and 89 percent of adjunct faculty are white,
- 7 percent of full-time faculty and 8 percent of adjunct faculty are African American (black, non-Hispanic),
- 1 percent of both full-time faculty and adjunct faculty are Hispanic and 1 percent are Asian or Pacific Islander,
- 1 percent of full-time faculty and less than 1 percent of adjunct faculty are American Indian/Alaskan Native, and
- 42 percent of full-time faculty are 55 years of age or older.

EXHIBIT 7
Demographic Characteristics of Faculty,
2005–2006 School Year

	Percentage of <i>full-time</i> faculty	Percentage of <i>adjunct</i> faculty
Gender		
Female	96%	96%
Male	4	4
Race/Ethnicity		
American Indian/Alaskan Native	1	1
Asian or Pacific Islander	1	1
Black, Non-Hispanic	7	8
Hispanic	1	1
White, Non-Hispanic	90	89
Age		
24 and under	0	0
25–34	3	13
35–44	12	27
45–54	42	35
55–59	24	15
60–64	14	7
65–69	3	2
70 and older	1	1

SOURCE: *Michigan Center for Nursing Survey of Nursing Education Programs 2005–2006.*

NOTE: Forty-four out of 50 institutions surveyed provided data on the gender of full-time faculty, 41 provided data on race/ethnicity and age of full-time faculty, 40 institutions provided data on the gender of adjunct faculty, 33 institutions provided race/ethnicity data for adjunct faculty, and 30 provided the age of adjunct faculty.

ISSUES AFFECTING PROGRAM CAPACITY

Survey respondents were asked which, if any, of the following issues are of concern for their program. Respondents most often identified difficulty filling faculty positions, followed closely by the lack of enough sites for clinical placements for nursing students. Following are the results from the 49 institutions responding to the survey:

- 33 have difficulty filling full-time faculty positions in particular specialty areas. The specialty areas mentioned most often are pediatrics (16), mental health /psychiatrics (15), and obstetrics/maternal health (8). Other faculty specialty areas that respondents indicated are difficult to fill are med-surg, community health, nursing informatics, critical care, lab, and management. Three respondents said they have difficulty filling positions in “all” areas.
- 30 institutions have difficulty filling adjunct faculty positions in particular specialty areas. The specialty areas that respondents mentioned most often as difficult to fill are pediatrics (22), mental health/psychiatrics (21), and obstetrics/maternal health (15). Other specialty areas that respondents mentioned as difficult to fill with adjunct faculty are med-surg and community health. Three respondents said “all” specialty areas are difficult to fill.
- 31 institutions said they lack enough *sites* for clinical placements for nursing students.
- 22 lack enough *preceptors* for clinical placements for nursing students.
- 17 lack adequate support systems (e.g., counseling, tutoring, English as a second language, remedial education) for at-risk nursing students.
- 16 lack enough classroom facilities for nursing students.
- 16 lack enough laboratory facilities, equipment, and supplies for nursing students.
- 10 lack technology resources for nursing students.
- 10 lack funding support.

Respondents who wrote in additional comments provided details about the difficulties they face filling faculty positions, finding preceptors and sites for clinical placements, and obtaining funding support. One respondent volunteered that their institution was experiencing difficulty with student success on the National Council Licensure Examination (NCLEX[®]).

One respondent said they could take more students if the institution was willing to increase the number of full-time faculty positions; another said they lack approved full-time faculty positions; and yet another said they lack funding for staff positions. With regard to adjunct faculty, one respondent pointed out that potential faculty work full time and have difficulty taking time off from their job to serve as clinical faculty. Another said that many of their clinical faculty have a BSN, but are working on a MSN to meet requirements set for faculty in nursing education programs. One institution reported that they had been fortunate in recruiting faculty in the past few years, but they anticipate more difficulties as their faculty in specialty areas reach retirement age.

Four comments addressed difficulties associated with securing clinical placement sites. One noted a lack of enough sites with an adequate census (i.e., number of placement slots available at that site). Another said that increased acuity levels of patients makes it very

difficult to manage clinical groups with ten students for one faculty member (the ratio allowed by the Michigan Board of Nursing guidelines), but they recognize that decreasing the clinical group size will increase the need for faculty and increase the costs to run the program. One mentioned the lack of resources for meeting regulatory requirements/mandates for clinical placements. Another pointed out that there is local competition for clinical placement sites because of the number of nursing education programs in the area.

One respondent indicated that although they are experiencing some of the difficulties mentioned above, they have planning strategies and projects in place to address most of the issues they face.