2009-10 Colorado Nurse Faculty Supply and Demand Study Appendices

Appendix A
The Current Study: Methods

The *2009-10 Colorado Nursing Faculty Supply and Demand Study* was designed to identify and analyze key factors and issues affecting the supply of and demand for nursing faculty and the relationship between nursing programs and the market for practical and professional nurses in Colorado. The study focused on four primary areas: 1) economic factors that are affecting the supply of nursing faculty; 2) non-economic factors affecting supply such as faculty workload, work environment, opportunities for professional development, and faculty educational requirements; 3) the infrastructure of nurse education programs in Colorado; and 4) the role played by the private sector in its capacity of serving as the clinical training component of nurse education and supporting nurse faculty in both recruitment and retention efforts. Both the Nurse Faculty Survey and the Nursing Program Survey examined issues related to nursing faculty supply for both pre-licensure and post-licensure educational programs.

Methods
The research effort took advantage of available information in the current nursing workforce literature, as well as collecting primary data from Colorado nursing programs related to supply and demand issues that are known to affect the recruitment and retention of nursing faculty. Specifically, the study undertook the following tasks and activities:

1. Conducted a systematic review of available literature and existing data;

2. Utilized an expert project advisory panel to review the study design, research questions, and data collection methods, including the identification of key informants to be interviewed;

3. Administered a Web-based survey to 934 nurse educators in Colorado;

4. Administered a Web-based survey to all of Colorado's 31 post-secondary education institutions that maintain pre-licensure or post-licensure nursing education programs;

5. Conducted key informant interviews with leaders in academic training programs and clinical training sites; and,

6. Analyzed primary data collected to provide a baseline of Colorado-specific information regarding faculty supply, demand and shortage issues in the state.

<u>(1) Literature Review</u>
A systematic review and synthesis of Colorado specific literature and relevant national data was undertaken. The review was intended to make maximum use of existing data and information that describes the current status of nursing education as well as the market for nurse faculty in Colorado. Existing data and completed studies were identified from a number of state and local resources as well as from the National Library of Medicine's Medline system. These studies were evaluated for their methodological rigor and subsequently synthesized into a review of existing knowledge of the nurse faculty market.

Descriptive information about Colorado's nursing education programs was gathered from individual college catalogues, curricula descriptions and college web pages. Information includes number of faculty, faculty academic degrees and professional licensure. Individual school admission offices were contacted to complete data and fill information gaps in the information (See Appendix A).

<u>(2) Expert Advisory Panel</u>
An expert advisory panel comprised of key stakeholders was formed to review project processes and findings. The panel was comprised of representatives of Colorado's nurse education programs and health care facilities providing clinical training sites, the Colorado Center for Nursing Excellence, the Department of Regulatory Affairs, the Colorado State Development Council, along with government policymakers. The panel was convened in the summer of 2008 to review the study's design and methods and to make suggestions for the survey's content and format. The panel was also asked to help identify key informants from the nurse educational system and thought leaders in clinical training sites around the state. The panel also reviewed initial study results and made recommendations on the final presentation of findings.

<u>(3) 2009-10 Nurse Faculty Survey</u>
An online Web-based questionnaire was developed to collect data from Colorado's nurse faculty. The instrument was designed to collect basic demographic data, as well as information on the educational preparation of nurse faculty, salary and tenure status, program and specialty, job satisfaction and future professional plans (see Appendix B for the 2009-10 Nurse Faculty Survey Instrument).

<u>(4) The 2009 Nursing Program Survey</u>
An online Web-based questionnaire was developed to collect data from Colorado's nursing education programs. The instrument was designed to collect data on the current status and future planning for both academic and clinical nurse faculty. The questionnaire included queries about faculty size, vacancy rates, faculty compensation, sources of program revenue, recruitment and retention strategies, and innovations used by schools to increase the supply of nursing faculty (see Appendix C for the 2009 Nursing Program Survey). All 31 of Colorado's existing nursing schools in 2008 regulated by the Board of Nursing were directed to the online questionnaire and 35 surveys (Front Range Community College has multiple sites), representing 54 programs, were completed online for a response rate of 100 percent. Respondents represented the following program categories (many of which offer more than one type of program): 12 LPN programs, 22 ADN programs, 12 BSN programs, 5 MSN, 2 PhD and 2 DNP.

<u>(5) Key Informant Interviews</u>
Structured interviews were conducted with nursing school deans or their designee for a representative sample of Colorado nursing educators. Nursing directors, chief nursing officers from clinical training sites and representatives from the Colorado Nurses Association and Colorado Board of Nursing and the Colorado Center for Nursing Excellence were interviewed (See Appendix E for Interview Protocol).

Key informant topics for *nurse educators* included perceptions of factors contributing to faculty shortages; salary issues; age of faculty and practicing nurses; workforce and role expectations; innovations in faculty recruitment and retention; issues related to job satisfaction; perceptions of their ability to affect policy and nursing practices; and innovations in addressing faculty shortages.

Key informant topics on *clinical training sites* included identification of strategies that could be effective in increasing the availability quality of clinical training sites. Informants were also asked about the type and level of collaboration with clinical training sites and how such collaboration could be improved.

Key informant interviews were designed to collect information not available from the online survey and to clarify data collected through the surveys. Qualitative information is an important component of any survey effort as it is integral to providing a more holistic picture of the phenomenon being studied. The sampling strategy for the interviews included identifying a representative group of leaders from the various types of nursing programs and clinical training sites.

(6) Analytical Approach
Key informant interviews were analyzed based on common themes noted by educators and clinical training sites separately; where appropriate, these themes were cross-referenced by informant type. Survey analysis included examining overall frequencies by respondent type

Data limitations
This primary data collection effort represents a point-in-time estimate (2008-09) and therefore is intended to serve as baseline information for future planning and monitoring purposes. It should be noted that the survey responses and key informant interviews represent small numbers from an analytical perspective and therefore limit our ability to cut the data too finely. The most significant data limitation is the rate of non-response to a large number of questions on the Nurse Faculty Survey. Many important questions had to be dropped from our report because of low response rates; some were included for illustrative purposes only and do not represent stable estimates of the underlying information that was requested. In these cases, a footnote is included. Where appropriate, analyses are provided by type of program.

Finally, this primary data collection is of a qualitative nature; that is, for many questions on the survey and all questions on the key informant interview protocol, respondents were queried about issues that reflect their individual attitudes and perceptions of the issue being discussed.

2009-10 Colorado Nurse Faculty Supply and Demand Study
Appendix B
The Context: Nurse Education in Colorado

Initial nursing education, aimed at preparing students for clinical practice, begins at either the associate- or bachelor's-degree level. Some nurses go on to complete more advanced degrees, such as a master's of nursing science (MSN) or a doctorate of nursing practice (DNP). While these advanced nursing degrees are primarily aimed at preparing nurses for higher levels of nursing practice, other degrees (PhD) are aimed at preparing nurses to become administrators or educators.

Licensed practical nurse (LPN) education, which is typically is completed in one year or less, requires completion of academic coursework, including anatomy and physiology, and nursing techniques, along with clinical training. LPN programs are offered through a variety of educational institutions, including technical schools, community colleges, and other independent private schools and programs. Four-year colleges and universities also may offer a limited number of LPN programs.

Nursing education in preparation for RN licensure can take several routes, the most common of which are associate degree programs (ADN) and baccalaureate degree programs (BSN). Of those who pursue professional nursing education, almost 30 percent previously completed an LPN degree prior to enrolling in either an ADN or BSN Program.[1] Like LPN training, ADN and BSN programs include academic coursework followed by clinical training; students in these programs, however, are taught to engage in the kind of independent decision-making necessary for delivering complex patient care.

In Colorado, these two types of nursing programs are offered through publicly funded community and junior colleges (ADN) and four-year colleges and universities (BSN), as well as some private colleges and vocational schools. In Colorado, many more students are enrolled in ADN and BSN programs than are enrolled in LPN programs.

Among AND-prepared nurses, some first complete an LPN degree in one year and then take an additional year to complete ADN requirements, often while employed in clinical setting. This "One plus One" approach is made possible under a cooperative agreement instituted between nurse education programs and the Colorado Board of Nursing and is referred to as the Nursing Articulation Model (NAM). The NAM provides the opportunity for many practicing LPN and ADN nurses to continue their education and obtain a higher degree -- LPN to ADN and subsequently ADN to BSN. The NAM enables a seamless transition for nurses to progress to higher levels of education through streamlined requirements and coursework content that has been accepted by all nursing programs in the state.

In response to the demand for more nurses in Colorado, there has been a rapid expansion of new ADN and BSN programs. Included in this expansion are programs designed to accommodate those entering nursing from a non-nursing bachelor of science or bachelor of arts educational background. The accelerated BSN programs require 13 to 15 months of study after completion of specified prerequisites. A four-year doctorate in nursing (ND) program previously offered at the University of Colorado was

closed several years ago. That program enabled RN licensure during the second year of study while also providing a graduate-level nursing degree,

Advanced post-licensure nursing programs include MSN, DNP and PhD programs. Master's-degree nursing programs prepare BSNs to become nurse practitioners, nurse specialists, nurse midwives, nurse anesthetists, nurse administrators and nurse educators. The American Association of Colleges of Nursing (AACN) has recommended raising the standard for advanced practice nursing to the DNP degree by 2015.[2] Nursing doctorate and PhD programs currently prepare nurses to become tenure-track faculty members, researchers and administrators.

Basic nursing educational requirements

The goal of pre-licensure nursing education programs is to enable graduates to obtain licensure and enter into practice with demonstrated clinical competency in the application of nursing theory and knowledge in a clinical practice setting for a specified level of practice. Both practical and professional nursing education programs are required to provide students with theoretical and practical clinical experience in these four areas: pediatrics, obstetrics, psychiatry and medical-surgical nursing. To satisfy this requirement, students complete didactic coursework in a classroom setting, clinical simulation in a controlled laboratory environment, and closely supervised training in a clinical setting where the application of knowledge and skills is employed in direct patient care.[3]

Academic content - The knowledge base for nursing students includes basic science (e.g., biology, chemistry), social and behavioral science, and physical science (e.g., anatomy, physiology, pharmacology). Nursing theory and practice are also major components of the classroom learning experience, along with professional ethics, critical thinking and clinical decision-making.[4]

Clinical content - Core competency in nursing practice, which applies textbook knowledge and skills in a clinical setting with actual patients, includes "the promotion, prevention, restoration and maintenance of health in patients/clients across the life span and in a variety of types of health care settings."[5] An essential component of the nurse education process is the clinical rotation, where students provide direct patient care under the supervision of clinical faculty in a range of clinical sites. These clinical rotations largely occur within acute care institutions, the primary employment sector for registered nurses, but increasingly are occurring in community-based and institutional long-term care settings. Clinical training sites agree to provide learning experiences for students and often provide clinical faculty and/or preceptors from among their employed nursing staff. Students in practical nursing education programs gain supervised experience caring for stable patients with predictable outcomes, while those in professional nursing programs acquire practice experience caring for patients with both predictable and unpredictable outcomes.[6]

Colorado licensure, scope of practice and nursing program requirements

Health professional licensure is intended to ensure that those individuals with direct patient care responsibilities have the requisite education and clinical competencies to meet a minimum standard of safe practice. The Colorado State Board of Nursing, which is responsible for nursing licensure, is housed in the Colorado Department of Regulatory Agencies. In addition to granting and renewing nursing licenses, the Nursing Board also approves nursing programs in Colorado, monitoring the required

number of hours of clinical training and the content of nurse education programs, as well as regulating the practice of nursing. The Colorado Nurse Practice Act defines the scope of nursing practice. Passing a standardized licensing examination (NCLEX) that is administered by the National Council of State Boards of Nursing is a necessary condition for licensure and the practice of nursing in Colorado. All licensed nurses, regardless of their educational preparation, may perform the basic duties and responsibilities within the scope of their LPN or RN license in the state. All health care institutions in Colorado require evidence of nurse licensure of their employees; however, they are also free to establish additional educational preparation and experience requirements (for example the BSN degree as opposed to the ADN degree). Colorado does not have continuing education requirements as a condition of re-licensure.

NCLEX

The National Council of State Boards of Nursing has developed two tests for each level of nursing practice (NCLEX-PN and NCLEX-RN) that are used by state boards to facilitate licensure decisions. All states currently rely on the NCLEX examination to ensure baseline knowledge for entry into practical and professional nursing. As a result, one of the specific objectives for most nursing programs is to prepare students for passage of either the NCLEX-PN examination for licensure as a practical nurse (LPN) or NCLEX-RN examination for licensure as a professional nurse (RN).

To be eligible to take the NCLEX, candidates must apply for licensure in the state or U.S. territory in which they intend to practice. The five-hour examination assesses knowledge, skills and clinical competencies for nursing practice. The NCLEX pass standards are reviewed every three years and candidates must score above the minimum threshold to pass. Nationally in 2010, there were 66,831 U.S.- educated LPN candidates who took the NCLEX-PN exam for the first time. The NCLEX-PN pass rate for this group was 87 percent.[7]

The passing standard for the NCLEX-RN examination was raised effective April 2004 to reflect the fact that a greater level of knowledge, skills and clinical competencies is needed to practice professional nursing. This action was taken in response to increased concerns by health care employers, particularly hospitals, about the competencies needed for nurses entering practice within health care institutions with sicker and more complex patients. Among 81,618 ADNs and 50,414 BSNs educated in the United States who took the NCLEX-RN exam for the first time in 2010, the pass rate was 86 percent and 89 percent, respectively.[8]

Between January 1 and December 31, 2008, 640 first-time Colorado LPN candidates sat for the NCLEX-PN exam with a pass rate of 91 percent; the NCLEX-PN pass rate for all states combined for the same period was 76 percent. Similarly, between January 1 and December 31, 2008, 878 first-time Colorado ADN candidates sat for the NCLEX-RN exam with a pass rate of 84 percent, and 890 first-time Colorado BSN candidates sat for the same exam with a pass rate of 89 percent. The ADN and BSN NCLEX-RN pass rates for all states combined for the same period were 86 percent and 88 percent, respectively. [9]

It is important to note that while some Colorado nursing programs exceed the average NCLEX pass rate, others are significantly below it. For example, while many schools offering LPN programs in 2007

had a pass rate of 100 percent, one Colorado program had a pass rate of only 62 percent, and another had a pass rate of 77 percent.[10] Similarly, among ADN programs, three had pass rates of 100 percent in 2010, while one program had a pass rate of only 65 percent, and another had a pass rate of just 68 percent.[11] Finally, while almost all Colorado BSN programs had NCLEX pass rates near or above 95 percent in 2010, one program had a pass rate of only 63 percent.[12]

Program accreditation and approval

For a nursing education program to be approved by the Colorado Board of Nursing, it must meet a set of conditions specified by the board, including accreditation. Specifically, the board requires that all Colorado nursing education programs be accredited or achieve candidacy status leading to such accreditation by a national nursing accrediting body recognized by the U.S. Department of Education.[13] External accrediting entities establish review criteria and conduct an examination of the processes and structures, and increasingly the outcomes, maintained within an educational program. The National League of Nursing Accrediting Commission (NLNAC),[14] a specialized accrediting agency for postsecondary and higher nursing degree programs, accredits LPN and ADN programs offered at Colorado's community and junior colleges, as well as several BSN programs. The remainder of Colorado's BSN programs is accredited by the Commission on Collegiate Nursing Education (CCNE),[15] an autonomous agency accrediting baccalaureate, graduate and residency programs in nursing.

Among Colorado's community and junior colleges offering LPN education programs, only Pueblo Community College is fully NLNAC accredited. The remainder has NLNAC candidate status. Similarly, among schools offering associate degrees in nursing, only Front Range Community College, Larimer campus, Morgan Community College, Otero Junior College and Pueblo Community Colleges have full NLNAC accreditation. The other 18 either have interim approval or are candidates for accreditation. The majority of community colleges across the country are already NLNAC approved. For Colorado programs offering baccalaureate degrees programs, all but two are fully accredited by either CCNE or NLNAC.

Other criteria that nursing programs must satisfy for approval by the Colorado Board of Nursing include course design and curriculum, student-faculty ratios, qualifications of faculty and types of faculty. Nursing programs granted interim approval must maintain an NCLEX pass rate at or above 75 percent to be given full approval.

Faculty preparation and requirements

Nursing school faculty is employed on either a full-time or part-time basis in both academic and clinical positions, or they can be hired to fill both roles simultaneously. Nursing programs typically employ full-time faculty for academic positions that include coursework in nursing theory and all science-based coursework. Part-time adjunct faculty is often employed to provide specialty content and fill vacancies when full-time faculty is not available. Clinical instructors, who are responsible for teaching in clinical settings, are often employed part time, work on a contract basis, and may or may not have an adjunct faculty appointment.

The Colorado Board of Nursing requires nursing faculty to possess an active license in good standing, two years of full-time, professional clinical experience. For full-time and some part-time faculty, a nursing

degree one level higher than the program level in which the individual is teaching is also required.[16] Generally, faculty qualifications for practical nursing programs require a minimum of a bachelor's degree, while professional nursing program faculty must hold a graduate degree in nursing.[17] The Colorado Community College System requires that all full-time faculty obtain a vocational teaching certificate.

The qualifications for clinical faculty are similar. Program directors of practical and professional nursing programs must also have at least two years of full-time experience teaching in an approved nursing education program.[18] Full-time tenured and tenure-track academic faculty members are usually required to have a doctorate degree in nursing, although some may have a graduate degree in nursing along with a doctorate in a related field, such as education.

In addition to the Board of Nursing's requirements, the NLN supports providing nurse faculty with preparation specific to the role of instruction, including curriculum development, instructional design and evaluation methods.[19] Subsequently, the NLN developed both the Nurse Educator Competencies and the Nurse Educator Certificate Criteria. Neither the National League for Nursing nor the American Association of Colleges of Nursing prescribes a curriculum for nurse educator graduate programs, however.[20]

Faculty composition
In addition to the requirements for faculty licensure, education and experience, the Board of Nursing also requires that nursing programs maintain a determinate faculty composition. In practical nursing programs, all full-time faculty (excluding associate nursing instructional personnel (ANIP) and preceptors) must have a bachelor's degree in nursing and more than half of the faculty (excluding ANIPs and preceptors) must have a graduate degree in nursing.[21] In professional nursing programs granting an associate degree in nursing, all full-time faculty and more than half of part-time faculty (excluding ANIPs and preceptors) must have a graduate degree in nursing.[22] In baccalaureate nursing degree programs, all faculty (excluding ANIPs and preceptors) must have a graduate degree in nursing and one-quarter of the full-time faculty should have a doctorate degree.[23]

2009-10 Colorado Nurse Faculty Supply and Demand Study
Appendix C
2009-10 Nurse Faculty Survey

The Colorado Health Institute is conducting this survey in collaboration with the Colorado Center for Nursing Excellence to inform Colorado policymakers about nurse education workforce issues. Funded by The Colorado Trust, this survey is voluntary. Your answers will be kept confidential. Please take 15 minutes to complete the questionnaire. If you have any questions, contact Christine Demont-Heinrich at 303.831.4200 x223 or by email at demont-heinrichc@coloradohealthinstitute.org.

THE FIRST SET OF QUESTIONS IS ABOUT YOUR EDUCATIONAL PREPARATION

1. What was your <u>first basic</u> nurse education program that you completed before you became a licensed nurse? [MARK ONE]
   - ☐ Practical Nursing Certificate
   - ☐ Diploma
   - ☐ Associate Degree in Nursing (AAS/ADN)
   - ☐ Bachelor of Nursing (BS/BSN)
   - ☐ Master of Nursing (MS/MSN)

2. In what year did you graduate from your <u>first basic</u> nurse education program? ___ ___ ___ ___ YEAR

3. In what state or foreign country was your <u>first basic</u> nurse education program?
   [ENTER TWO LETTER STATE CODE, XX FOR FOREIGN COUNTRY]   ___ ___ STATE ABBREVIATION

   __ __ __ __ __ __ __ __ __ __ __ COUNTRY, IF

    OUTSIDE THE U.S.

4. What is the <u>highest</u> nursing degree you have earned to date? [MARK ONE]
   - ☐ Diploma
   - ☐ Associate Degree in Nursing (AAS/ADN)
   - ☐ Bachelor of Nursing (BS/BSN)
   - ☐ Master of Nursing (MS/MSN)
   - ☐ Doctor of Philosophy in Nursing (PhD)
   - ☐ Doctor of Nursing Practice (DNP)
   - ☐ Doctor of Nursing (ND)
   - ☐ Other (specify)_____

5. In what year did you obtain the <u>highest</u> nursing degree that you have earned to date? __ __ __ __ YEAR

6. Estimate the total amount of money you needed to borrow in the form of loans for your

graduate education. [MARK ONE]

☐ I have not attended graduate school
☐ $0 (borrowed no money)
☐ $1- $10,000
☐ $10,001-$25,000
☐ $25,001-$50,000
☐ $50,001-$75,000
☐ $75,001-$100,000
☐ More than $100,000

7. Are you currently enrolled in an education program leading to an academic degree?
☐ Yes → **Go to Q8**
☐ No → **Go to Q10**

8. **IF YES**, which academic degree are you currently pursuing? [MARK ONE]
☐ Bachelor of Nursing (BS/BSN)
☐ Master of Nursing (MS/MSN)
☐ Master's Degree (other discipline)
☐ Doctor of Philosophy in Nursing (PhD)
☐ Doctor of Nursing Practice (DNP)
☐ Doctorate (other discipline)
☐ Other (specify)_____

9. Are you being required by your academic institution to attain this higher academic degree in order to remain in your current faculty position?
☐ Yes → please explain (optional)

_____

☐ No

10. Did you pursue additional education specifically to become a nurse educator?
☐ Yes → **Go to Q11**
☐ No → **Go to Q12**

11. How important were these factors when you decided to pursue additional education to become a nurse educator? [ON A SCALE OF 1-5, MARK THE RELATIVE IMPORTANCE LEVEL, 1=NOT AT ALL IMPORTANT, 5=VERY IMPORTANT.]

	Not at all Important				Very Important
Employer allows flexible work schedule	1	2	3	4	5
Cost of the educational program	1	2	3	4	5
Loan forgiveness program	1	2	3	4	5
Tuition assistance through employer	1	2	3	4	5

Scholarships	▪ 1	ꞁ 2	ꞁ 3	ꞁ 4	▪ 5
Credit transfers from another academic program	▪ 1	ꞁ 2	3	ꞁ 4	▪ 5
Accelerated degree program	▪ 1	ꞁ 2	ꞁ 3	ꞁ 4	▪ 5
Virtual/online course options	▪ 1	ꞁ 2	ꞁ 3	ꞁ 4	▪ 5
Length of time to complete degree	▪ 1	ꞁ 2	ꞁ 3	ꞁ 4	▪ 5
Location of educational program	▪ 1	ꞁ 2	ꞁ 3	ꞁ 4	▪ 5
Opportunity for promotion	▪ 1	ꞁ 2	ꞁ 3	ꞁ 4	▪ 5
Other (specify)_____	▪ 1	ꞁ 2	ꞁ 3	ꞁ 4	▪ 5

THE NEXT SET OF QUESTIONS RELATES TO YOUR EMPLOYMENT AS A NURSE EDUCATOR

12. Identify which of the following factors influenced your decision to become a <u>nurse educator</u>. [ON A SCALE OF 1-5, MARK THE RELATIVE IMPORTANCE LEVEL, 1=NOT AT ALL IMPORTANT, 5=VERY IMPORTANT.]

	Not at all Important				**Very Important**
New career opportunity at the right time	▪ 1	ꞁ 2	ꞁ 3	ꞁ 4	▪ 5
Enjoyment of teaching students	▪ 1	ꞁ 2	ꞁ 3	ꞁ 4	▪ 5
Encouragement from existing faculty members/mentors	▪ 1	ꞁ 2	ꞁ 3	ꞁ 4	▪ 5
Having influence on students, the education process and the nursing profession as a whole	▪ 1	ꞁ 2	ꞁ 3	ꞁ 4	▪ 5
Autonomy and prestige of the educator role	▪ 1	ꞁ 2	ꞁ 3	ꞁ 4	▪ 5
Salary and benefits	▪ 1	ꞁ 2	ꞁ 3	ꞁ 4	▪ 5
Flexible and family-friendly schedule	▪ 1	ꞁ 2	ꞁ 3	ꞁ 4	▪ 5
Belief that teaching was less stressful than clinical work	▪ 1	ꞁ 2	ꞁ 3	ꞁ 4	▪ 5
Desire to conduct research	▪ 1	ꞁ 2	ꞁ 3	ꞁ 4	▪ 5
Other (specify) _____	▪ 1	ꞁ 2	ꞁ 3	ꞁ 4	▪ 5

13. How many years have you been a nurse educator? ____ ____ NUMBER OF YEARS

14. During the 2009-10 academic year, what percentage of your <u>time</u> as a nurse educator is spent working in each of the following types of nursing programs? [PERCENT SHOULD ADD UP TO 100%]

_____% Certified Nurse Aide (CNA)

_____% Licensed Practical Nurse (LPN)

_____% Associate Degree of Nursing (AAS/ADN)

_____% Bachelor of Nursing Degree (BS/BSN)

_____% Master of Nursing Degree (MS/MSN)

_____% Doctor of Philosophy in Nursing (PhD)

_____% Doctor of Nursing Practice (DNP)

 100   % **TOTAL TIME**

15. In what specialty area(s) is your teaching focused? [MARK YES OR NO FOR EACH SPECIALTY]

☐ Yes ☐ No Medical/surgical
☐ Yes ☐ No Adult health
☐ Yes ☐ No Community health/public health
☐ Yes ☐ No Pediatrics
☐ Yes ☐ No Family
☐ Yes ☐ No Mental health/behavioral health
☐ Yes ☐ No Gerontology
☐ Yes ☐ No Maternal/newborn health
☐ Yes ☐ No Fundamentals of nursing
☐ Yes ☐ No Leadership/management/administration
☐ Yes ☐ No Research
☐ Yes ☐ No Other (specify)

_____

16. Which of the following best describes the setting of your teaching in nursing education? [MARK ONE]

☐ Classroom instruction (including online instruction)
☐ Clinical instruction
☐ Both classroom and clinical instruction

17. For how many academic institutions do you currently teach? [MARK ONE]

☐ 1
☐ 2
☐ 3
☐ 4 or more

18. Approximately how many hours do you work during a typical work week as a nurse educator from all your educator positions combined?

___ ___ NUMBER OF HOURS

19. What is your tenure status at your primary academic institution? [MARK ONE]

☐ Institution has no tenure system →**Go to Q20**
☐ Not on tenure track →**Go to Q20**
☐ On tenure track but not tenured →**Go to Q21**
☐ Tenured →**Go to Q21**

20. Which of the following best describes your academic rank/title at your primary academic institution during the 2009-10 academic year? [MARK ONE]
    ☐ Full-time Faculty →**Go to Q22**
    ☐ Instructor →**Go to Q22**
    ☐ Clinical Faculty →**Go to Q22**
    ☐ Adjunct Faculty →**Go to Q22**
    ☐ Clinical Scholar →**Go to Q22**

21. Which of the following best describes your academic rank/title at your primary academic institution during the 2009-10 academic year? [MARK ONE]
    ☐ Full Professor
    ☐ Associate Professor
    ☐ Assistant Professor
    ☐ Full-time Faculty
    ☐ Instructor
    ☐ Clinical Faculty
    ☐ Adjunct Faculty
    ☐ Clinical Scholar

22. What type of teaching contract do you have at your primary academic institution during the 2009-10 academic year? [MARK ONE]
    ☐ 9 month
    ☐ 10 month
    ☐ 11 month
    ☐ 12 month
    ☐ Paid by credit hour
    ☐ Paid by course
    ☐ Paid by student contact hour
    ☐ Other (specify) _____

23. Does your primary academic institution consider you to be employed full time or part time during the 2009-10 academic year? [MARK ONE]
    ☐ Part time
    ☐ Full time
    ☐ Shared appointment: part time with school and part time with clinical organizational partner

24. What is the ZIP Code of the primary academic institution where you teach? __ __ __ __ __ ZIP CODE

25. What best describes your primary academic institution? [MARK ONE]
    ☐ 1-year institution (only offers LPN)
    ☐ Community college or other 2-year college
    ☐ 4-year university/college

☐ Other (specify) _____

26. What is your pre-tax income as a nurse educator for the 2009-10 academic year from all your educator positions combined? [MARK ONE]

☐ Not applicable. My pre-tax income for education activities is included in my income as a clinical nurse (e.g. Clinical Scholar)
☐ Up to $30,000
☐ $30,001-$40,000
☐ $40,001-$50,000
☐ $50,001-$60,000
☐ $60,001-$70,000
☐ $70,001-$80,000
☐ $80,001-$90,000
☐ $90,001-$100,000
☐ More than $100,000

27. Is there a nurse faculty shortage at your primary academic institution? [MARK ONE]
☐ Yes, due to difficulty in finding qualified applicants to fill open positions →**Go to Q28**
☐ Yes, due to budget constraints (e.g. hiring freeze) →**Go to Q28**
☐ Yes, due to BOTH difficulties in finding qualified applicants AND budget constraints →**Go to Q28**
☐ No →**Go to Q29**

28. IF YES, how has your <u>workload</u> been impacted by a shortage of nurse faculty? [MARK ONE]
☐ My workload has decreased
☐ My workload has remained the same
☐ My workload has increased <u>slightly</u>
☐ My workload has increased <u>moderately</u>
☐ My workload has increased <u>significantly</u>

29. When you were first hired as an educator, what proportion of time were you <u>EXPECTING TO SPEND</u> on the following activities? [PERCENTAGES SHOULD ADD UP TO 100%]

_____% Teaching (include all aspects of classroom instruction, e.g. preparation, supervision, grading, online teaching)

_____% Research

_____% Advising/mentoring

_____% University/school service and administration

_____% Clinical practice

_____% Clinical supervision of students

_____% Other (specify) _____

   100   **% TOTAL**

30. What proportion of time do you <u>CURRENTLY SPEND</u> on the following activities as a nurse educator? [PERCENTAGES SHOULD ADD UP TO 100%]

_____% Teaching (include all aspects of classroom instruction, e.g. preparation, supervision, grading, online teaching)

_____% Research

_____% Advising/mentoring

_____% University/school service and administration

_____% Clinical practice

_____% Clinical supervision of students

_____% Other (specify)_____

   100   **% TOTAL**

31. How satisfied are you with the following aspects of your role as a nurse educator? [ON A SCALE FROM 1-5, MARK THE RELATIVE SATISFACTION LEVEL, 1=VERY DISSATISFIED, 5=VERY SATISFIED]

	Very Dissatisfied				Very Satisfied
My faculty salary	1	2	3	4	5
My faculty benefits	1	2	3	4	5
My academic schedule and work hours	1	2	3	4	5
My educating and interacting with students	1	2	3	4	5
Level of educational preparation of newly admitted students	1	2	3	4	5
The intellectual stimulation I receive being in an academic setting	1	2	3	4	5
Opportunities for me to gain additional education and skills	1	2	3	4	5
The level of support my institution provides for advanced degrees	1	2	3	4	5
The potential for me to advance my career	1	2	3	4	5
Changing institutional requirements with my institution (e.g. requirement to obtain an advanced degree)	1	2	3	4	5
The amount of support my program/institution provides	1	2	3	4	5
Politics in my department	1	2	3	4	5
Collegiality among my coworkers	1	2	3	4	5
My workload	1	2	3	4	5
My time spent on non-teaching activities	1	2	3	4	5

Being in a creative work environment	1		2		3		4	5
Opportunities for me to maintain clinical competence	1		2		3		4	5
Other (specify)_____	1		2		3		4	5

THE NEXT SET OF QUESTIONS RELATES TO YOUR EMPLOYMENT AS AN RN

32. How many years did you work as a nurse in a clinical role before becoming an educator?

_____ _____ NUMBER OF YEARS

33. When you moved from your role as a clinical nurse to an educator, did your salary change?

[MARK ONE]

☐ Yes, my salary <u>increased</u> →**Go to Q34**

☐ Yes, my salary <u>decreased</u> →**Go to Q35**

☐ No, my salary stayed the same →**Go to Q36**

☐ I never worked as a clinical nurse prior to becoming a nurse educator→**Go to Q36**

☐ Not applicable, I am a Clinical Scholar →**Go to Q36**

34. IF YES to your salary increasing, how much did your salary increase when you became a nurse educator? [MARK ONE]

☐ Less than10% salary increase →**Go to Q36**

☐ 10-20% salary increase →**Go to Q36**

☐ 21-30% salary increase →**Go to Q36**

☐ More than 30% salary increase →**Go to Q36**

35. IF YES to your salary decreasing, how much did your salary decrease when you became a nurse educator? [MARK ONE]

☐ Less than10% salary decrease

☐ 10-20% salary decrease

☐ 21-30% salary decrease

☐ More than 30% salary decrease

36. Do you currently work as an RN in a clinical role that is separate from your educator role?

☐ Yes → **Go to Q37**

☐ No → **Go to Q41**

37. In 2009, how many hours did you work per week as an RN in a clinical role in addition to your educator role?

___ ___ Average number of hours per week when school is in session

___ ___ Average number of hours per week when school is not in session (e.g. during summer/winter breaks)

38. Please specify the level of importance of the following factors for working as an RN in addition to your educator role. [ON A SCALE FROM 1-5, MARK THE RELATIVE IMPORTANCE LEVEL, 1=NOT AT ALL IMPORTANT, 5=VERY IMPORTANT]

	Not at all Important				Very Important
To supplement my income	1	2	3	4	5
To receive benefits	1	2	3	4	5
I want to teach/work full time and my teaching position cannot give me enough hours	1	2	3	4	5
I want to keep my clinical skills/specialty skills current	1	2	3	4	5
I enjoy working in direct patient care	1	2	3	4	5
It is required by my academic institution	1	2	3	4	5
Other (specify)_____	1	2	3	4	5

39. Which of the following best describes the <u>type of practice setting</u> in which your <u>clinical RN nursing position</u> is located? [MARK ONE]
☐ Hospital/acute care facility
☐ Nursing home/home health/extended care facility
☐ Private physician office/clinic
☐ Community-based practice setting
☐ Non-clinical setting
☐ Other (specify) _____

40. How much was your pre-tax income in 2009 from your <u>additional clinical nursing position(s) ONLY?</u> (IF YOU ARE A CLINICAL SCHOLAR, PLEASE MARK YOUR <u>TOTAL</u> PRE-TAX INCOME FOR THE YEAR 2009) [MARK ONE]
☐ Up to $10,000
☐ $10,001-$20,000
☐ $20,001-$30,000
☐ $30,001-$40,000
☐ $40,001-$50,000
☐ $50,001-$60,000
☐ $60,001-$70,000
☐ $70,001-$80,000
☐ $80,001-$90,000
☐ $90,001-$100,000
☐ More than $100,000

THE NEXT SET OF QUESTIONS RELATES TO YOUR FUTURE PLANS

41. Did the 2007-2009 economic recession affect your retirement plans? [MARK ONE]
☐ Yes, I delayed my retirement

□ Yes, I was previously retired, but I re-entered the workforce

□ No, my retirement plans did not change

42. Thinking ahead, when do you plan to retire from nursing education? [MARK ONE]

□ Less than 1 year →**Go to Q44**

□ Within 1-2 years →**Go to Q44**

□ Within 3-5 years →**Go to Q43**

□ Within 6-10 years →**Go to Q43**

□ More than10 years →**Go to Q43**

43. Do you plan to leave your current nurse educator position in the next 12 months? [MARK ONE]

□ Yes, I am planning to <u>resign</u> and seek another position in nursing education →**Go to Q46**

□ Yes, I am planning to <u>resign</u> and seek a position in clinical nursing →**Go to Q46**

□ Yes, I am planning to <u>resign</u> and seek a position outside of nursing →**Go to Q46**

□ No →**Go to Q48**

44. Please finish the following statement "When I retire from nursing education… [MARK ONE]

□ I will work in clinical practice

□ I will work in a position that requires a nursing degree but not in clinical practice

□ I will work in a profession outside of nursing

□ I will retire from all paid employment

45. What factors are influencing your decision to retire? [ON A SCALE FROM 1-5, MARK THE RELATIVE IMPORTANCE LEVEL, 1=NOT AT ALL IMPORTANT, 5=VERY IMPORTANT] →**Go to Q47**

	Not at all Important				Very Important
I have enough money to retire and be financially secure	1	2	3	4	5
I want to spend more time with my family	1	2	3	4	5
I am retiring for health reasons (self or family member)	1	2	3	4	5
I want to travel	1	2	3	4	5
I do not want to work anymore	1	2	3	4	5
I am dissatisfied as a nurse educator	1	2	3	4	5
Other (specify)_____	1	2	3	4	5

46. Please indicate the reasons for resigning from your current nurse educator position. [ON A SCALE FROM 1-5, MARK THE RELATIVE IMPORTANCE LEVEL, 1=NOT AT ALL IMPORTANT, 5=VERY IMPORTANT]

	Not at all Important				Very Important
Workload issues	1	2	3	4	5

Work environment issues	1	2	3	4	5
Seeking part-time rather than full-time position	1	2	3	4	5
Limited professional development opportunities	1	2	3	4	5
Desire higher salary	1	2	3	4	5
Desire more or better benefits	1	2	3	4	5
Nursing department leadership	1	2	3	4	5
School/university leadership	1	2	3	4	5
Personal (family responsibilities/health-related)	1	2	3	4	5
Poor preparation of students	1	2	3	4	5
Requirement to balance teaching, scholarship and community service for tenure	1	2	3	4	5
Lack of support for research/scholarship	1	2	3	4	5
Other (specify)_____	1	2	3	4	5

47. How effective would the following changes in your current nurse educator position be in deferring your decision to leave your current nurse educator position. [ON A SCALE FROM 1-5, MARK THE RELATIVE EFFECTIVENESS LEVEL, 1=NOT AT ALL EFFECTIVE, 5=VERY EFFECTIVE]

	Not at all Effective				Very Effective
Increased salary	1	2	3	4	5
Improved benefits (e.g. health care coverage, pension, etc.)	1	2	3	4	5
Institutional support for obtaining advanced degrees (e.g. loan forgiveness, scholarships)	1	2	3	4	5
Modified work schedule/teaching load	1	2	3	4	5
Recognition from administration and colleagues	1	2	3	4	5
Career advancement	1	2	3	4	5
Fewer administrative responsibilities	1	2	3	4	5
Other (specify)_____	1	2	3	4	5

THE NEXT SET OF QUESTIONS IS ABOUT YOU

48. What is your gender?
☐ Female
☐ Male

49. In what year were you born?   1 9 __ __

50. How would you describe your ethnic/racial identification? [PLEASE MARK THE ONE THAT MOST CLOSELY REPRESENTS YOUR ETHNIC/RACIAL BACKGROUND]
☐ Multi-racial/multi-ethnic

☐ American Indian or Alaska Native
☐ Asian
☐ Black/African American
☐ Hispanic/Latino
☐ Native Hawaiian or Other Pacific Islander
☐ White, not Hispanic

51. In retrospect, would you choose a career in nursing education again? [MARK ONE]
☐ Yes
☐ No
☐ Unsure

What solution(s) would you propose to alleviate Colorado's nursing faculty shortage?

_____

_____

_____

_____

The time you have taken to complete this survey is important and appreciated. The information collected will inform the policymaking process with regard to professional nursing and nurse education in Colorado. If you would like a copy of the final report based on this survey, please contact Rebecca Crepin, CHI research associate, at 303.831.4200 x 216 or crepinr@coloradohealthinstitute.org. Thank you!

2009-10 Colorado Nurse Faculty Supply and Demand Study
Appendix D
2009 Colorado Nursing Program Survey

The Colorado Health Institute is conducting this survey as part of its 2009 Nursing Faculty Study Update with funding from The Colorado Trust. Survey responses will be used to help policymakers and nursing leadership better understand the issues facing nursing education. The survey is voluntary and the information provided will be confidential. Please enter your survey ID number in the upper right hand corner, complete the survey form online and click the submit button when you are finished. Thank you for your assistance in this important survey. If you have any questions, please contact Michael Boyson at (303) 831-4200 ext. 207 or via E-mail at boysonm@coloradohealthinstitute.org.

1. Please indicate whether the following nursing education program is offered at your institution. [Mark yes or no for each program offered.]

    ☐ Yes   ☐ No   Licensed Practical Nurse (LPN)
    ☐ Yes   ☐ No   Associate Degree in Nursing (ADN)
    ☐ Yes   ☐ No   Bachelor of Science in Nursing (BSN)
    ☐ Yes   ☐ No   Master of Science in Nursing (MSN)
    ☐ Yes   ☐ No   Doctor of Philosophy in Nursing (PhD)
    ☐ Yes   ☐ No   Doctor of Nursing Practice (DNP)

THE FIRST SET OF QUESTIONS IS ABOUT THE TEACHING NURSE FACULTY IN EACH NURSING EDUCATION PROGRAM OFFERED AT YOUR INSTITUTION (TEACHING NURSE FACULTY ARE ACADEMIC FACULTY WHO TEACH COURSEWORK. CLINICAL NURSE INSTRUCTORS QUESTIONS ARE ASKED LATER IN THE SURVEY)

2. What was the number of full-time and part-time teaching nurse faculty positions authorized for your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5) or DNP (6)] program for the **2008-09** academic year? [Please provide in FTE increments. A 1.0 FTE is equivalent to a full-time faculty member on a 9 or 12-month employment contract while a 0.5 FTE is a faculty member that is only employed half-time on a 9 or 12-month employment contract.]

      _____ # of full-time positions
      _____ # of part-time positions (Please provide in FTE increments, e.g., three 0.5 positions equals 1.5 FTE)

3. How many full-time and part-time teaching nurse faculty positions in your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5) or DNP (6)] program do you estimate will be vacant at the close of the **2008-09** academic year? [Please provide in FTE increments. A 1.0 FTE is equivalent to a full-time faculty member on a 9 or 12-month employment contract while a 0.5 FTE is a faculty member that is only employed half-time on a 9 or 12-month employment contract.]

      _____ # of full-time vacancies
      _____ # of part-time vacancies (Please provide in <u>FTE increments, e.g., three 0.5 positions equals 1.5 FTE</u>)

4. What is the total number of projected full-time and part-time teaching nurse faculty positions needed in your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5) or DNP (6)] program for the **2009-10** academic year? [Please provide in FTE increments. A 1.0 FTE is equivalent to a full-time faculty member on a 9 or 12-month employment contract while a 0.5 FTE is a faculty member that is employed only half-time on a 9 or 12-month employment contract.]

      _____ # full-time needed positions
      _____ # part-time needed positions (Provide in FTE increments, e.g., three 0.5 <u>positions equals 1.5 FTE)</u>

5. Please indicate the time period for which your full-time teaching nurse faculty positions were hired in your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5) or DNP (6)] program for the **2008-09** academic year. [Mark yes or no for each time period.]

☐ Yes   ☐ No   9-months
☐ Yes   ☐ No   10-months
☐ Yes   ☐ No   12-months
☐ Yes   ☐ No   Other (specify) _____

6. Rate the level of importance of each of the following factors in contributing to teaching nurse faculty vacancies in your [LPN (1), ADN (2), BSN, (3) MSN (4), PhD (5), DNP (6)] program during the **2008-09** academic year. [Rate from 1-5 with 1 representing **Not Important** and 5 representing **Very Important**. Mark N/A if not applicable.]

	Not Important				Very Important	
Retirements	1	2	3	4	5	N/A
Resignations (other than retirement)	1	2	3	4	5	N/A
Expansion of existing programs, e.g. more students (specify)_____	1	2	3	4	5	N/A
Addition of new academic degree programs (specify) _____	1	2	3	4	5	N/A
Insufficient funding for desired salary levels	1	2	3	4	5	N/A

	Not Effective				Very Effective	
Insufficient resources for number of faculty positions needed (e.g., classroom space, office space, information technology access points)	1	2	3	4	5	N/A
Insufficient funding for number of positions required	1	2	3	4	5	N/A
Faculty applicants seeking part-time rather than full-time teaching position	1	2	3	4	5	N/A
Insufficient time for family responsibilities, health issues, personal needs	1	2	3	4	5	N/A
Other (specify) _____	1	2	3	4	5	N/A

7. Rate the effectiveness of each of the following strategies used by your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5) or DNP (6)] program to fill teaching nurse faculty positions during the **2008-09** academic year. [Rate from 1-5 with 1 representing **Not Effective** and 5 representing **Very Effective** strategy. Mark N/A if not applicable.]

	Not Effective				Very Effective	
Recruiting from part-time faculty	1	2	3	4	5	N/A
Position posting on internet	1	2	3	4	5	N/A
Professional networking	1	2	3	4	5	N/A
Collaborating/partnering with clinical agencies (e.g., clinical scholars, joint appointments)	1	2	3	4	5	N/A
Increasing salary offers	1	2	3	4	5	N/A
Offering better benefits	1	2	3	4	5	N/A
Instituting flexible work schedules	1	2	3	4	5	N/A
Other (specify)_____	1	2	3	4	5	N/A

8. Rate the level of importance of each of the following reasons for teaching nursing faculty resignations from your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5), DNP (6)] program in the **2008-09** academic year. [Rate from 1-5 with 1 representing **Not Important** and 5 representing **Very Important**. Mark N/A if not applicable.]

	Not Important				Very Important	
Accepted teaching position in a different program or institution	1	2	3	4	5	N/A
Accepted non-teaching position	1	2	3	4	5	N/A
Workload issues	1	2	3	4	5	N/A
Work environment issues	1	2	3	4	5	N/A
Sought part-time rather than full-time position	1	2	3	4	5	N/A
Limited professional development opportunities	1	2	3	4	5	N/A
Desired higher salary	1	2	3	4	5	N/A
Desired more or better benefits	1	2	3	4	5	N/A

Personal (e.g., family responsibilities, health-related)	1	2	3	4	5	N/A
Dissatisfaction with student competencies	1	2	3	4	5	N/A
Insufficient time to balance teaching, scholarship and community service requirements for tenure	1	2	3	4	5	N/A
Other (specify) _____	1	2	3	4	5	N/A

THE NEXT SET OF QUESTIONS IS ABOUT CLINICAL NURSE INSTRUCTORS IN EACH NURSING EDUCATION PROGRAM OFFERED AT YOUR INSTITUTION (CLINICAL NURSE INSTRUCTORS ARE INSTRUCTORS WHO SUPERVISE NURSING STUDENTS ON CLINICAL ROTATIONS)

9. How many full-time and part-time clinical nurse instructor positions were authorized for your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5) or DNP (6)] program for the **2008-09** academic year? [Please provide in FTE increments. A 1.0 FTE is equivalent to a full-time faculty member on a 9 or 12-month employment contract while a 0.5 FTE is a faculty member that is employed only half-time on a 9 or 12-month employment contract.]

    _____# full-time positions
    _____# part-time positions [Please provide in FTE increments, e.g., three 0.5 positions equals 1.5 FTE]

10. Do you have clinical scholars, clinical joint appointments, and/or clinical preceptors serving as clinical nursing instructors in your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5) or DNP (6)] program for the **2008-09** academic year? [Clinical Scholar is a baccalaureate or higher prepared registered nurse who is under contract with a School of Nursing to instruct nursing students in a clinical placement site and who has successfully completed a Faculty Development Seminar. Clinical joint appointment is a nurse employed by a clinical site whose employment contract is funded jointly by a School of Nursing and the clinical site. Clinical preceptor is a nurse employed by a clinical site that works one-on-one with a nursing student and may or may not be paid for this function, depending on the clinical site.]

    ☐Yes   [Go to Q10a]   ☐No [Go to Q11]

    10a. **If YES**, how many of each do you have in your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5), DNP (6)] program?
    ___ ___ # of clinical scholars
    ___ ___ # of clinical joint appointments
    ___ ___ # of clinical preceptors

11. Have any clinical rotations associated with a course in your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5), DNP (6)] program been cancelled in the **2008-09** academic year because you were unable to fill a clinical nurse instructor position?

    ❑ Yes   [Go to Q11a & 11b] ☐☐No [Go to Q12]

    11a. **If YES**, how many clinical rotations were cancelled in your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5) or DNP (6)] program in the **2008-09** academic year?

    ___ __ # of cancelled clinical rotations in 2008-09

11b. **If YES**, what type of clinical rotation was cancelled in your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5) or DNP (6)] program in the **2008-09** academic year? [Mark yes or no for each type of clinical rotation offered]

☐ Yes   ☐ No   ☐ Don't offer   Adult Medical Surgical
☐ Yes   ☐ No   ☐ Don't offer   Pediatrics
☐ Yes   ☐ No   ☐ Don't offer   Obstetrics
☐ Yes   ☐ No   ☐ Don't offer   Psychiatry
☐ Yes   ☐ No   ☐ Don't offer   Community Health
☐ Yes   ☐ No   ☐ Don't offer   Geriatrics
☐ Yes   ☐ No   ☐ Don't offer   Other (specify)
_____

12. How many full-time and part-time clinical nurse instructor positions in your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5), DNP (6)] program do you estimate will be vacant at the end of the **2008-2009** academic year? [Please provide in FTE increments]

___ ___ # full-time clinical instructors
___ ___ # part-time clinical instructors [Please provide in FTE increments, e.g., three 0.5 positions equals 1.5 FTE]

13. What are the total number of full-time and part-time clinical nurse instructor positions you project will be needed in your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5) or DNP (6)] program for the **2009-10** academic year? [Please provide in FTE increments]

___ ___ # full-time clinical instructors needed
___ ___ # part-time positions needed [Provide in FTE increments, e.g., three 0.5positions equals 1.5 FTE]

14. Rate the level of importance of each of the following factors in contributing to clinical nurse instructor <u>vacancies</u> in your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5) or DNP (6)] program during the **2008-09** academic year. [Rate from 1-5 with 1 representing **Not Important** and 5 representing **Very Important**. Mark N/A if not applicable.]

	Not Important				Very Important	
Retirements	1	2	3	4	5	N/A
Resignations (other than retirement)	1	2	3	4	5	N/A
Addition of new academic degree program(s)	1	2	3	4	5	N/A
Expansion of existing programs, e.g. more students	1	2	3	4	5	N/A
Instructors seeking part-time rather than full-time positions	1	2	3	4	5	N/A
Insufficient funding for desired salary levels	1	2	3	4	5	N/A
Better benefits offered elsewhere	1	2	3	4	5	N/A
Inadequate resources for clinical instructors (e.g., off-campus support for student-related issues)	1	2	3	4	5	N/A

| Other (specify) _____ | 1 | 2 | 3 | 4 | 5 | N/A |

15. Rate the level of importance for each of the following reasons for clinical nurse instructor <u>resignations</u> from your [LPN (1), ADN (2), BS/BSN (3), MS/MA (4), PhD (5), DNP (6)] program during the **2008-09** academic year. [Rate from 1-5 with 1 representing **Not Important** and 5 representing **Very Important**. Mark N/A if not applicable.]

	Not Important				Very Important	
Accepted instructor position at different institution	1	2	3	4	5	N/A
Accepted non-academic position	1	2	3	4	5	N/A
Workload issues	1	2	3	4	5	N/A
Work environment issues	1	2	3	4	5	N/A
Inconvenient hours	1	2	3	4	5	N/A
Seeking part-time rather than full-time position	1	2	3	4	5	N/A
Limited professional development opportunities	1	2	3	4	5	N/A
Desired higher salary	1	2	3	4	5	N/A
Desired more or better benefits	1	2	3	4	5	N/A
Retirement	1	2	3	4	5	N/A
Personal (e.g., family responsibilities, health-related)	1	2	3	4	5	N/A
Dissatisfaction with level of student competencies	1	2	3	4	5	N/A
Other (specify)_____	1	2	3	4	5	N/A

16. Rate the effectiveness of each of the following strategies used by your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5) or DNP (6)] program to fill clinical nurse instructor positions for the **2008-09** academic year. [Rate from 1-5 with 1 representing **Not Effective** and 5 representing **Very Effective**. Mark N/A if not applicable.]

	Not Effective				Very Effective	
Recruiting from part-time instructors	1	2	3	4	5	N/A
Position posting on internet	1	2	3	4	5	N/A
Professional networking	1	2	3	4	5	N/A
Collaborating/partnering with clinical sites (e.g., clinical scholars, joint appointments)	1	2	3	4	5	N/A
Increasing salary	1	2	3	4	5	N/A
Offering better benefits	1	2	3	4	5	N/A
More flexible work schedules	1	2	3	4	5	N/A
Other (specify)_____	1	2	3	4	5	N/A

17. Rate the level of difficulty experienced in your [PN (1), ADN (2), BSN (3), MSN (4), PhD (5) or DNP (6)] program in finding clinical nurse instructors for each the following clinical specialty areas for the **2008-09** academic year. [Rate from 1-5 with 1 representing **Not Difficult** and 5 representing **Very Difficult**. Mark N/A if not applicable.]

	Not Difficult				Very Difficult	
Community Health	1	2	3	4	5	N/A
Adult Medical Surgical	1	2	3	4	5	N/A
Obstetrics	1	2	3	4	5	N/A
Pediatrics	1	2	3	4	5	N/A
Psychiatry	1	2	3	4	5	N/A
Geriatrics	1	2	3	4	5	N/A
Other (specify) _____	1	2	3	4	5	N/A

18. Rate the level of importance of each of the following factors in your [LPN (1), ADN (2), BSN (3) MSN (4), PhD (5), DNP (6)] program's ability to retain clinical nurse instructors during the **2008-09** academic year. [Rate from 1-5 with 1 representing **Not Important** and 5 representing **Very Important**. Mark N/A if not applicable.]

	Not Important				Very Important	
Inability to meet desired salary levels	1	2	3	4	5	N/A
Inability to offer adequate benefits	1	2	3	4	5	N/A
Institutional requirements for clinical nurse instructors	1	2	3	4	5	N/A
Inability to accommodate flexible work schedules	1	2	3	4	5	N/A
No professional development opportunities	1	2	3	4	5	N/A
Minimal career advancement opportunities	1	2	3	4	5	N/A
Other (specify) _____	1	2	3	4	5	N/A

19. By what method(s) are clinical nurse instructors paid in your [PN (1), ADN (2), BS/BSN (3), MS/MA (4), PhD (5) or DNP (6)] program? [Mark yes or no for each method.]

☐ Yes ☐ No By course

☐ Yes ☐ No Hourly

☐ Yes ☐ No 9-month contract

☐ Yes ☐ No 10-month contract

☐ Yes ☐ No 12-month contract

☐ Yes ☐ No Other (specify) _____

THE NEXT SET OF QUESTIONS IS ABOUT STUDENT ENROLLMENT IN EACH NURSING EDUCATION PROGRAM AT YOUR INSTITUTION

20. How many students are enrolled in your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5) or DNP (6)] program for the **2008-09** academic year?

_____ Number of enrolled [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5), DNP

(6)] students

21. How many qualified applicants were NOT admitted to your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5) or DNP (6)] program for the **2008-09** academic year because student slots were not available?

_____ Number of qualified applicants not admitted

22. What was the ratio of enrolled students to teaching nurse faculty in your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5) or DNP (6)] program for the **2008-09** academic year? [For example, 1 faculty member to every 10 students]

_____ Ratio of enrolled students to teaching nurse faculty

23. What is the projected number of students your [LPN (1), ADN (2), BSN, (3) MSN (4), PhD (5), DNP (6)] program plans to admit in the **2009-10** academic year?

_____ Projected number of student admissions

THE NEXT SET OF QUESTIONS IS ABOUT PROGRAM BUDGETS FOR EACH NURSING EDUCATION PROGRAM AT YOUR INSTITUTION

24. Please estimate the total program budget your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5), DNP (6)] program for **the 2008-09** academic year.

$_____ Estimated program budget

25. Estimate the percentage of your **2008-09** [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5), DNP (6)] program budget derived from each of the following revenue sources.

_____%	Student tuition/fees
_____%	Foundation and/or donor gifts
_____%	Federal funds
_____%	State funds
_____%	Hospitals and other clinical sites
_____%	Other (specify) _____

26. Estimate the percentage of your **2009-2010** [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5), DNP (6)] program budget you anticipate will derive from each of the following revenue sources.

_____%	Student tuition/fees
_____%	Foundation and/or donor gifts
_____%	Federal funds
_____%	State funds
_____%	Hospitals and other clinical sites
_____%	Other (specify) _____

THE NEXT SET OF QUESTIONS IS ABOUT CLINICAL SITES FOR EACH NURSING EDUCATION PROGRAM AT YOUR INSTITUTION

27. Are the following clinical placement sites being utilized by your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5), DNP (6)] program for clinical rotations in the **2008-09** academic year? [Mark yes or no for each type of clinical placement.]

☐ Yes ☐ No Hospital inpatient
☐ Yes ☐ No Outpatient clinic
☐ Yes ☐ No Skilled nursing facility
☐ Yes ☐ No Hospice
☐ Yes ☐ No Other long-term care facility (e.g., assisted living, etc.)
☐ Yes ☐ No Community-based health agency (e.g., home health)
☐ Yes ☐ No Public health agency

28. Are the following shifts available for clinical rotations in your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5), DNP (6)] program for the **2008-09** academic year? [Mark yes or no for each type of shift.]

☐ Yes ☐ No Day shift
☐ Yes ☐ No Night shift
☐ Yes ☐ No 4-hour shift
☐ Yes ☐ No 8-hour shift
☐ Yes ☐ No 12-hour shift
☐ Yes ☐ No Weekend shift
☐ Yes ☐ No Other (specify) _____

29. Rate the level of difficulty your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5), DNP (6)] program experienced in securing the following clinical rotations during the **2008-09** academic year. [Rate from **1-5 wit**h 1 representing **Not Difficult** and 5 representing **Very Difficult.**]

	Not Difficult			Very Difficult		
Community/public health agency	1	2	3	4	5	N/A
Medical-Surgical	1	2	3	4	5	N/A
Obstetrics	1	2	3	4	5	N/A
Pediatrics	1	2	3	4	5	N/A
Psychiatry	1	2	3	4	5	N/A
Geriatrics	1	2	3	4	5	N/A
Other (specify): _____	1	2	3	4	5	N/A

30. Have you cancelled any clinical rotations in your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5), DNP (6)] program(s)in the **2008-09** academic year because you were unable to secure clinical placement sites?
☐ Yes [Go to Q30a & 30b] ☐☐No [Go to Q31]

30a. **If YES**, how many clinical rotations were cancelled in your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5), DNP (6)] program for this reason?

_____ Number of cancelled rotations

30b. **If YES,** what type of clinical rotation was cancelled in your [LPN (1), ADN (2), BSN (3) MSN (4), PhD (5), DNP (6)] program for this reason? [Mark yes or no for each type of clinical rotation]

☐ Yes   ☐ No   Medical-Surgical
☐ Yes   ☐ No   Pediatrics
☐ Yes   ☐ No   Obstetrics
☐ Yes   ☐ No   Psychiatry
☐ Yes   ☐ No   Community/public health
☐ Yes   ☐ No   Geriatrics
☐ Yes   ☐ No   Other (specify) _____

31. Please describe any innovative educational approaches implemented in your [LPN (1), ADN (2), BSN (3), MSN (4), PhD (5), DNP (6)] program in the **2008-09** academic year to increase the number of student admissions.

_____

_____

_____

_____

32. Please provide your E-mail address and/or phone number in case we need to clarify information contained on the survey. [This is completely voluntary]

Name: _____
Title: _____
E-mail: _____
Phone: _____

THANK YOU!

The time you have taken to complete this survey is appreciated. Your responses will help to inform Colorado policymakers and nurse leadership about the challenges and opportunities facing nursing education in Colorado.

2009-10 Colorado Nurse Faculty Supply and Demand Study
Appendix E
National and State Strategies to Address Faculty Shortages

NATIONWIDE STRATEGIES TO ADDRESS FACULTY SHORTAGES

Efforts to resolve the nurse faculty shortage are in progress at both national and state levels. The American Association of Colleges of Nursing (AACN) White Paper, *Faculty Shortages in Baccalaureate and Graduate Nursing Programs: Scope of the Problem and Strategies for Expanding the Supply,* offers a comprehensive list of strategies employed to address nurse faculty shortages. Findings from the current Colorado nurse faculty study indicate that Colorado nursing programs and health facilities are already implementing many of these strategies.

1. <u>Use of nontraditional and multidisciplinary approaches</u> – Faculty capacity can be expanded in nontraditional ways with existing resources. For example, creating common curricula across a variety of health professions or cross-listing courses can provide an important source of increased instructional capacity. Nursing schools can also consider using other health professionals, such as physicians and statisticians to teach select nursing courses.

2. *<u>Utilization of retiree faculty pool</u>* – Faculty retirements needn't be absolute. At least some retirees may be interested in continued part-time teaching or mentoring of new faculty. Making room for a gradual "phase-out" retirement could make experienced faculty available for continued contributions to nurse education over a longer period of time. Increasingly, institutional retirement policies are being reconsidered to allow retired faculty to return to teaching responsibilities.

3. <u>Innovative approaches to clinical education</u> – Clinical nursing education is expensive because it requires a high faculty-to-student ratio to provide the close supervision necessary to ensure safe patient care. Nursing programs are becoming increasingly creative in offering quality clinical experiences to students in the face of decreasing clinical faculty resources. One way to accomplish this is to develop partnerships with clinical facilities, allowing these practicing clinicians to teach students in exchange for financial or other indirect benefits.

4. <u>Investing in educational research</u> – There is currently insufficient evidence regarding best and even promising practices on how to fully utilize faculty and enhance the teaching experience for nursing school faculty; in short, more educational research is needed, along with funding and recognition for this work.

STATE STUDIES EXAMINE NURSE FACULTY SHORTAGES

State strategies for resolving the nurse faculty shortage differ depending on the state's projected nursing shortage, postsecondary education system, and legal, regulatory and political environment. Knowledge concerning states' nursing workforce issues continues to grow as numerous states have begun examining the relationships between nursing education programs, graduate readiness for practice, and the healthcare marketplace. [24, 25, 26]

Common themes emerging from these state studies can inform Colorado's public dialogue concerning the supply of and demand for nursing faculty. These themes include:

(1) <u>Annual data are needed to accurately assess the degree and extent of the nursing shortage.</u> Projecting the need for additional nursing workforce and nursing school faculty has been described as a "moving target." Factors that affect need that should be tracked include: in-migration of nurses from other states; retention levels for the existing nurse workforce; and changes in demand for nurses as hospitals and other health care facilities expand and specialize.[27]

(2) <u>Faculty shortages differ depending on type of nursing program</u>. Recruitment and retention issues related to doctoral faculty include "brain drain" from state schools due to failure to pay competitive academic salaries. Salary differentials between faculty and clinical positions are substantial, placing nursing schools at a significant disadvantage for attracting qualified applicants in light of the competition from the private sector for PhD nurses.[28, 29] In addition, faculty positions have been eliminated because of state budget cuts and decreased interest in educator and research roles.[30, 31, 32, 33] Recruitment and retention issues related to community college faculty include low salary levels (significantly below those offered to new graduates in entry-level hospital positions), the requirement that faculty have an MSN degree, and the high costs associated with the clinical education component of nurse preparation. [34, 35]

(3) <u>Today's complex health care environment requires a realignment of nurse education to meet the complex health care needs of patients</u>. [36, 37] Educational preparation issues being addressed in many states relate to new graduates' readiness to exercise the critical thinking skills needed in the clinical setting[38, 39, 40] and the continued availability of appropriate clinical training sites to prepare professional nurses for practicing in the 21st century health care system.[41, 42]

The North Carolina Nursing Workforce Task Force posed five questions when they began the process of examining the quality of the state's 64 RN educational programs; these questions framed the problem identification as well as the strategies proposed by the task force (See North Carolina Institute of Medicine, May 2004). The five questions were:

1) Are there too many nurse education programs in North Carolina, and do existing programs operate at an acceptable level of efficiency and quality?
2) Do we have the right mix of nurse education programs that are likely to yield the right mix of graduates and practicing nurses?
3) Is there a defensible rationale for maintaining the present number of nurse educational programs and/or allowing new programs to develop?

4) Are there cost-effective ways to reorganize North Carolina's existing array of nurse education programs so that the overall quality and productivity of these programs could be enhanced?

5) What are the principal factors affecting the quality and production capacity of existing nurse educational programs and how might these be improved upon?[43]

In California, the California Health Care Foundation and University of California at San Francisco held a day-long strategic conversation with representatives from nurse education programs, health care organizations, organized labor and professional nurse associations to discuss the state's nurse workforce shortage. Three primary questions guided their discussion:

1) Is it possible to collect a consistent and reliable set of nursing workforce measures to provide the necessary data to track supply, demand, shortages and adequacy of nurses in California?

2) What incentives and resources are necessary to identify, activate and facilitate positive change in the work environments of nurses? What models of care delivery, nursing leadership and nurse education will facilitate this change?

3) How can we reinvent the image and practice of nursing to target the populations that are essential to the future of the nursing profession in California?[44]

In these two state examples, the questions that framed their respective approaches to addressing nurse faculty shortages are kernels of insight that can help guide Colorado nurse educators and public and private policymakers as they set out to address Colorado's nurse educator shortage. The challenge to all states is to develop viable methods to train new nurse educators and do so in such a way that is mindful of the relationship between quality and capacity as they are inextricably linked.

- Consolidate core curriculum requirements across nursing majors and/or clinical tracks to reduce duplication of faculty effort.
- Accept courses from other disciplines as appropriate to meet nursing program requirements.
- Develop joint academic activities with other disciplines (health care and non-health care) both within and between universities to capitalize on existing resources.
- Create interdisciplinary courses to meet the common needs of related disciplines.
- Use expert non-nurse faculty to hold administrative positions within the nursing academic unit.
- Identify any existing regulatory requirements that limit nurses with non-nursing graduate degrees from teaching in nursing programs so that efforts to remove these barriers can be planned.
- Better utilize junior faculty by partnering them with senior faculty who can serve as mentors in course development without requiring more resource intensive team teaching.
- Seek opportunities to sponsor educational sessions that inform nurses outside the academic setting about an academic career, emphasizing the positive aspects of a teaching career and offering specific strategies for gaining the necessary credentials/experience to become faculty members.
- As they exist, consider reducing or eliminating experience or other artificial prerequisites for graduate study.
- Examine current curricula and program requirements and streamline them as much as possible to facilitate timelier program completion.

- Remove impediments to graduate study for working nurses by offering more convenient course times, encouraging partnering institutions to offer students more flexible work schedules, and offering courses to partnering health care facilities, possibly at their site(s).
- Attract more second-degree students to the nursing profession and encourage these and other high-achieving students to consider the faculty role early in their education.
- Explore collaboration with schools or regional consortia that have successful distance education programs in place.

Specific retirement policy changes include:
- Examine college/university retirement policies and work to eliminate unnecessary restrictions to continued faculty service, particularly mandatory retirement ages and financial penalties for retired faculty who return to teaching.
- Design new phased retirement plans that support the inclusion of productive retired faculty.
- Redesign current faculty workloads to accommodate part-time retired faculty.
- Reward retired faculty with incentives such as reimbursement for conferences, assignment of a graduate assistant and release time for professional activities rather than direct salary support if monetary compensation is not an option.
- Consider other ways that retired faculty might enhance current faculty resources by counseling or tutoring students, supervising in skills labs, mentoring students and/or faculty, assisting with research projects and serving as ambassadors to the community.
- Create programs that formally include and recognize retired nursing faculty as members of the school faculty.
- Cultivate a workplace environment that is positive, productive, enriching and satisfying so that retirees will want to continue teaching longer.

These academic-clinical training site partnerships have varying characteristics and incentives and include the following strategies:
- Increase the use of formal partnerships between schools of nursing and clinical facilities, identifying and capitalizing on specific benefits that are attractive and useful to both partners.
- Develop clinical faculty appointments or other forms of recognition for qualified clinical staff in return for supervising and teaching students in clinical placements.
- As needed, prepare and educate clinical staff regarding best practices for clinical precepting, teaching and evaluation.
- Include clinical site staff on school of nursing committees and task forces to add their expertise and perspective to the education of student nurses.
- Import clinical education strategies from other health disciplines, both internal and external to one's own setting, that demonstrate a faculty enhancing effect.
- Explore the use of simulated clinical experiences in supervised learning resource centers.

Some of the promising activities on this front include:
- Develop and implement, with academic colleagues, research agendas that emphasize the importance of educational research to the future of the nursing profession.
- Conduct research to better understand the psychology and sociology of teaching and adult learning and translate the research into teaching strategies.

- Study and evaluate specified educational requirements, e.g., faculty-to-student ratios that do not make sense in the current educational context, assess their origin and consider their continued practice.
- Study and evaluate nontraditional and accelerated programs, assessing their success, lessons learned and potential use as models for future curriculum development.
- Draw on the expertise and seek collaboration with other organizations that focus on educational research.

2009-10 Colorado Nurse Faculty Supply and Demand Study
Appendix F
Colorado Nursing Programs

School Contact Information	Nursing Program	Academic Advisement	Financial Aid	LPN	ADN	BSN	LPN to ADN	LPN to BSN	ADN to BSN	BA/BS to BSN
Adams State College 208 Edgemont Blvd. Alamosa, CA 81102 http://www.adams.edu	719-587-8171					X			X	
Aims Community College Greeley Campus Health Sciences Building 2040 Clubhouse Dr. P.O. Box 69 Greeley, CO 80632 http://www.aims.edu	970-330-8008	970-330-8008 X 6251 or 6923	970-330-8008 X 6355	X **(Exit)**	X					
Arapahoe Community College 5900 S. Santa Fe Dr. P.O. Box 9002 Littleton, CO 80160-9002 303-797-5900 http://www.arapahoe.edu	303-797-5939 nursing@arapahoe.edu	303-797-5651; advising@arapahoe.edu	303-797-5661	X **(Exit)**	X		X **Temp closed**			
CollegeAmerica 1385 S. Colorado Blvd., Suite 500 Denver, CO 80222 http://collegeamerica.edu	303-534-0226				X					
Colorado Christian Univ. 2452 Patterson Road Grand, CO 81506 http://www.ccu.edu	970-985-1975					X	X		X	
Colorado Mountain College 831 Grand Avenue Glenwood Springs, CO 81602 800-621-8559 http://www.joinus@coloradomtn.edu	970-947-8257	970-947-8275	970-947-8277	X	X		X			
Colorado Northwestern Community College Craig Campus 50 College Drive Craig, CO 81625 http://www.cncc.edu/nursing.htm	970-824-104	970-824-1119	970-675-3204	X **(Exit)**	X		X			

School Contact Information	Nursing Program	Academic Advisement	Financial Aid	LPN	ADN	BSN	LPN to ADN	LPN to BSN	ADN to BSN	BA/BS to BSN
Colorado State University - Pueblo 2200 Bonforte Boulevard Pueblo, CO 81001 877-872-9653 http://www.uscolo.edu	719-549-2401	719-549-2401, 877-872-9653	877-872-9653			X		**X**	X	X
Colorado Technical University **1025 West 6th Street** **Pueblo, CO 81003** **http://www.coloradotech.edu**	719-595-0200				X					
Community College of Denver 1111 W. Colfax Avenue P.O. Box 173363 Denver, CO 80217-3363 303-556-2600 http://www.ccd.rightchoice.org	303-365-8300	303-556-2481	303-556-2420	X	X		X			
Concorde Career Institute 111 Havana Street Aurora CO 80010 303-861-1151 http://www.concorde.edu	303-861-1151	303-861-1151	303-861-1151	X	**X**		**X**			
Delta-Montrose Area Vo-Tech Center 1765 U.S. Highway 50 Delta, CO 81416 970-874-7671 http://www.dmavtc.edu	970-874-6515	970-874-6515	970-874-6503	X						
Denver School of Nursing 1401 19th Street Denver, CO 80202 303-292-0015 / 888-479-5550 http://www.denverschoolofnursing.org	303-292-0015 X 215	303-292-0015 X 215		**X**	X		**X**		**X**	
Emily Griffith Opportunity School 1250 Welton Street Denver, CO 80204 303-575-4700 http://egos-school.com	303-575-4700	303-575-4712	303-575-4744	X						
Front Range Community College Boulder Campus 2121 Miller Drive Longmont, CO 80501 http://www.frontrange.edu	303-678-3850	303-678-3646	303-678-3695	X	**X**					

School Contact Information	Nursing Program	Academic Advisement	Financial Aid	LPN	ADN	BSN	LPN to ADN	LPN to BSN	ADN to BSN	BA/BS to BSN
Front Range Community College Larimer Campus 4616 South Shields Fort Collins, CO 80526 http://www.frcc.cc.co.us	970-204-8200	970-204-8815	970-204-8376	X **(Exit)**	X		X			
Front Range Community College Westminster Campus 3645 West 112th Avenue Westminster, CO 80031 http://www.frcc.cc.co.us	303-404-5272	303-404-5235; 303-404-5208	303-404-5250	X **(Exit)**	X					
Lamar Community College 2401 South Main Street Lamar, CO 8105 http://www.lamarcc.edu	719-366-1598	719-336-1598; 719-336-1595; 719-336-1597	800-968-6920	X **(Exit)**	X		X			
Mesa State College 1100 North Avenue Grand Junction, CO 8150 http://www.mesastate.edu	970-248-1398	970-248-1926	970-248-1396	**X**		X	X	**X**	X	
Metropolitan State College of Denver 1006 11th Street Campus Box 33 PO Box 173362 Denver, CO 80217 http://www.mscd.edu	303-556-4391	303-556-3680	303-575-5880						X	X
Morgan Community College 920 Barlow Road Fort Morgan, CO 80701 http://www.morganccedu	970-542-3224	800-622-0216 X 3160	800-622-0216 X 3150	X **(Exit)**	**X**		X			
National American University **1325 S. Colorado Blvd.** **Denver, CO 80222** **http://www.national.edu**	303-876-7100				**X**					
Northeastern Junior College 100 College Drive Sterling, CO 80701 http://www.njc.edu	970-521-6701	970-521-6701	970-521-6800	X	**X**		**X**			
Otero Junior College 1802 Colorado Avenue LaJunta, CO 8105 http://www.ojc.cccoes.edu/	719-384-6898	719-384-6869	719-384-6834	X (Exit)	X		X			

School Contact Information	Nursing Program	Academic Advisement	Financial Aid	LPN	ADN	BSN	LPN to ADN	LPN to BSN	ADN to BSN	BA/BS to BSN
Pikes Peak Community College 5675 South Academy Boulevard Colorado Springs, CO 80906 719-576-7711; 800-456-6847 http://www.ppcc.edu	800-456-6847 X 5400	800-456-6847 X 7216	800-456-6847 X 7089	X **(Exit)**	X		X			
Platt College 3100 s. Parker Road Aurora, CO 80045 http://www.plattcolorado.edu	303-369-5151					**X**				
Pueblo Community College 900 West Orman Avenue Pueblo, CO 81004-1499 719-549-3200 http://www.ueblocc.edu	719-549-3409	719-549-3358	719-549-3020	X (Exit)	X		X			
Regis University 3333 Regis Blvd. Denver, CO 80221 303-458-4232 http://www.regis.edu	303-458-4344	303-458-4344	303-458-4126			X			**X**	X
Pickens Technical College 500 Airport Boulevard Aurora, CO 80011 303-344-4910 http://www.pickenstech.org	303-326-2048	303-344-4910	303-344-4910	X						
Trinidad State Junior College Alamosa, 1011 Main Street Alamosa, CO 81101 http://www.trinidadstate.edu	719-589-7000	800-937-6884 X 5557	800-621-8752	X	X					
Trinidad State Junior College Trinidata 600 Prospect Street Trinidad, CO 81082 http://www.trinidadstate.edu	800-937-6884 X 5668	800-937-6884 X 5557	800-621-8752	X	X					
University of Colorado at Colorado Springs Beth-El College of Nursing & Health Sciences 1420 Austin Bluffs Parkway Colorado Springs, CO 80933 719-262-4422 http://www..uccs.edu/bethel/	719-262-4422	719-262-3473	719-262-3460			**X**			X	X*
University of Colorado Health Sciences Center 13120 E 19th Ave. Aurora, CO 80045 303-315-5592 http://www.ucdenver.edu	303-724-2171	303-315-0347; 303-315-3958; 303-315-4300 (RN-BSN)	303-315-8364 financial aid @uchsc.edu			**X**			X	X

School Contact Information	Nursing Program	Academic Advisement	Financial Aid	LPN	ADN	BSN	LPN to ADN	LPN to BSN	ADN to BSN	BA/BS to BSN
University of Northern Colorado School of Nursing Gunter Hall, Box 125 Greeley, CO 80639 http://www.unco.edu/nhs/nursing	970-351-2293	970-351-2293	970-351-2502, Web site			X			X	X
University of Phoenix 2864 S. Circle Dr. #900 Colorado Springs, CO 80906 http://www.phoenix.edu	719-599-5282	719-599-5282	719-599-5282					X	**X**	
University of Phoenix 10004 Park Meadows Dr. Lone Tree, CO 80124 http://www.phoenix.edu	303-600-1145	303-755-9090	303-755-9090					X	**X**	
University of Phoenix **8700 Turnpike Dr.** Westminster, CO 80906 http://www.phoenix.edu	303-755-9090							X	**X**	

* Information on this chart was updated in 2011. Please contact individual schools for further updates on their programs. Additionally, further information on programs listed here, including tuition and class structures available (campus, part time, online, distance, evenings, weekends), can be found by contacting the school or visiting their website.

Graduate Education Options

School Contact Information	Nursing Program	Academic Advisement	Financial Aid	BSN to MSN	BSN to PhD	MS/MA or MST to PhD	BS/BA/ BSN or MS/MA/ MSN to DNP	MSN to PhD	Post Master Cert
Colorado State University - Pueblo 2200 Bonforte Boulevard Pueblo, CO 81001 877-872-9653 http://www.uscolo.edu	719-549-2401	719-549-2401, 877-872-9653	877-872-9653	**X**					
Mesa State College 1100 North Avenue Grand Junction, CO 81501 970-248-1020 http://www.mesastate.edu	970-248-1235	970-248-1129	970-248-1396	X			X		
Regis University 3333 Regis Blvd. Denver, CO 80221 303-458-4232 http://www.regis.edu	303-458-4232	303-458-4344	303-458-4126	X					X
University of Colorado at Colorado Springs Beth-El College of Nursing & Health Sciences 1420 Austin Bluffs Parkway Colorado Springs, CO 80933 719-262-4422 http://web.uccs.edu/bethel	719-262-4424	719-262-3473	719-262-3460	X		X			X
University of Colorado Health Science Center 4200 East 9th Avenue Box C288 Denver, CO 80262 303-315-5592 http://www.uchsc.edu/nursing	303-315-5592	303-315-3958; 303-315-4300	303-315-8364 financial.aid @uchsc.edu	X	X	X	X	X	X
University of Northern Colorado School of Nursing Gunter 3080, Box 125 Greeley, CO 80639 http://www.unco.edu/HHS/son/son.htm	970-351-2293	970-351-2293	970-351-2502, Web site	X	X	X		X	X
University of Phoenix 10004 Park Meadows Dr. Lone Tree, CO 80124 303-755-9090 http://www.phoenix.edu	303-755-9090	303-755-9090	303-755-9090	X					X
University of Phoenix	719-599-5282	719-599-5282	719-599-5282	X					X

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