



*Report of*

*New Mexico*

*Nursing Education Survey*

*August, 2007*

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### Report of Nursing Education Program Survey, August 2007

In August 2006, the New Mexico Center for Nursing Excellence (NMCNE) and New Mexico nurse educators from public colleges and universities met to identify indicators of nursing education programs. A survey was developed to include: number of qualified applicants, number of qualified applicants accepted, the number of graduates, and the ethnicity of applicants from 2002-2005. The survey also asked questions related to faculty and infrastructure. This is a report of the survey results, and is not a full report of nursing education in New Mexico.

The survey was distributed through the educators' articulation group and was completed through an online survey tool. The online survey tool provided anonymity for the respondents and was used to encourage participation in the survey. This methodology was not conducive to follow up with respondents to clarify responses. Not all respondents answered every survey question. The percentage shown is the percentage of the responses for any given question.

#### Licensed Practical Nurse/Associate Degree Programs.

A total of 8 schools logged on to the survey tool, with 5 providing information. This is approximately 33% of the public schools of nursing in NM. Respondents identified themselves as associate degree in nursing (ADN) programs, with one licensed practical nurse program as well. All responding schools were on 9 month academic contracts.

#### **Students**

Please refer to Figure 1 for a graphic representation of applicants, those accepted, and graduates.

**Qualified Applicants.** Not all respondents were able to give data for 2002 and 2003. There were 398 qualified applicants for the 5 reporting schools in 2004, and 254 in 2005.

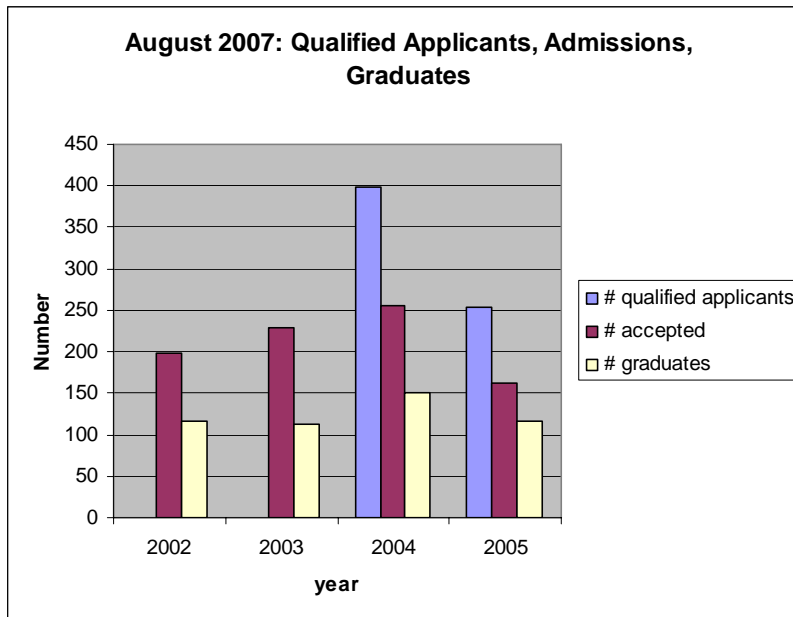
**Applicants Accepted.** For the 5 schools responding, the number of qualified applicants accepted were:

2002: 199  
2003: 229  
2004: 255  
2005: 162

For those who provided data for both the number of qualified applicants and the number accepted, acceptance rates were:

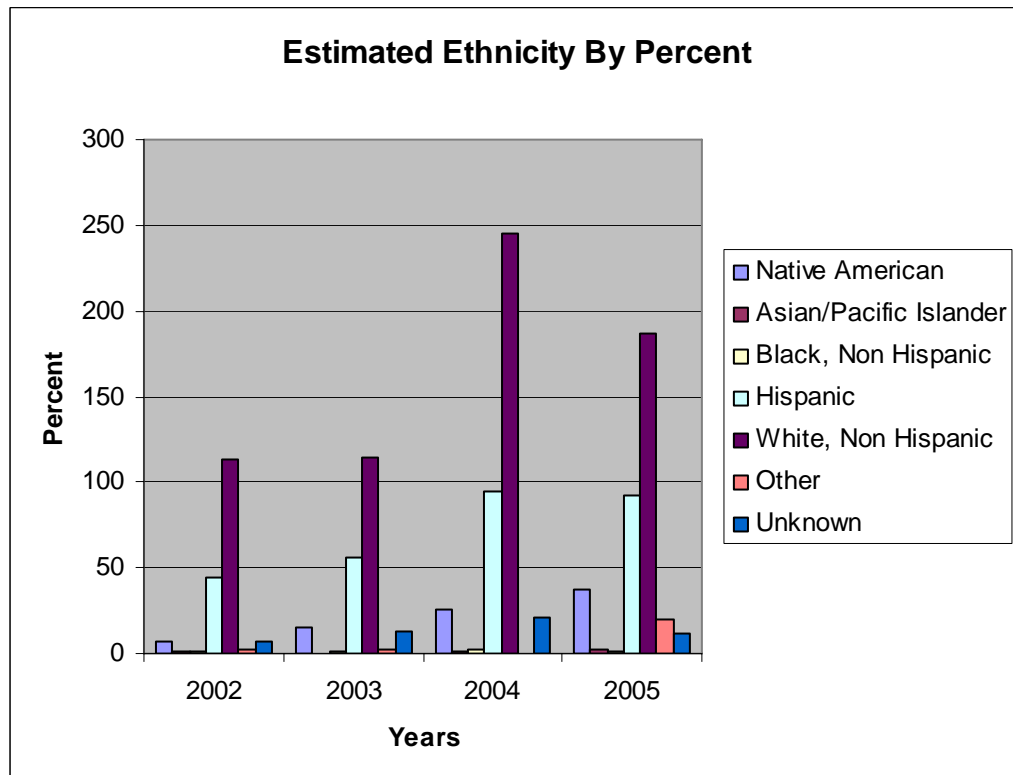
2002: **87.5%**, with 3 schools with a 100% acceptance rate and 1 school with a 66% acceptance rate.  
2003: **82%**, with 2 schools with a 100% acceptance rate, 1 school with a 93% acceptance rate, and 1 school with a 56% acceptance rate.  
2004: **64%**, with 2 schools with 100% acceptance, 1 school with 79%, 1 school with 53% and 1 school with 41%.  
2005: **64%**, with 3 schools with 100% acceptance and 1 school with 30% acceptance.

Figure 1



*Ethnicity of Students.* Figure 2 indicates the ethnic diversity of applicants.

Figure 2



Trends of 2002-2005 show a steady increase in the number of Native American (7 to 37) and Hispanic (44 to 92) applicants. White, non Hispanic applicants increased to 245 in 2004, then retracted to 187 applicants. Reflecting the percentage of students, in 2005 Native American students accounted for 10.5%, Hispanic students accounted for 26.2%, and white, non Hispanic students accounted for 53.3%. (Please see the summary on page 7 for a comparison to the New Mexico's population diversity).

### Faculty

**Full Time Faculty.** Of the 5 schools providing data, there were 34 full time faculty funded with permanent funds and 9 full time faculty funded with soft (non-recurring funds). The total budgeted vacancies were 5 (10%). The salaries for full time faculty ranged from \$38,633 to \$50,000, with a mean of \$44,462. The average salary for a comparably educated clinician in the community was \$71,500. Sixteen (16) faculty worked a second job (33%). Four to five (4-5) faculty plan to retire in less that 3 years (6%), and 8-10 plan to retire in 3-5 years (21%). All respondents identified salary as a top barrier to retaining faculty, with workload and location being other major barriers.

**Part Time Faculty.** Of the 5 schools providing data, there were 10-14 part time faculty funded with permanent funds, 7 funded with soft, non-recurring funds, and 1 reported vacancy. Salaries ranged from \$20 to \$38.75 per hour. At least 16 part time faculty held a second job. Two to three (2-3) part time faculty plan to retire in 3 years and none of the schools reported part time faculty planning to retire in 3-5 years. One school did not know the retirement plans of part time faculty. Salary was reported by all respondents as a top barrier to retaining part time faculty, with lack of benefits, educational requirements, location, and workload demands listed as other major barriers.

### Barriers to Increasing Enrollment

Respondents were asked to identify barriers to increasing enrollment.

Major barriers:

- Permanent funding (4)
- Recruitment and retention (3)
- Clinical sites (2)
- Laboratory (2)
- Classrooms (1).

Moderate barriers:

- Classroom (4)
- Laboratory (3)
- Clinical Sites (2)
- Recruitment and retention (2)
- Permanent funding (1)

Mild barriers:

- Clinical sites (1)
- Student financial aid (1)

**Baccalaureate Nursing Programs**

One baccalaureate nursing program responded to the survey. The school was on a 12-month contract.

**Students**

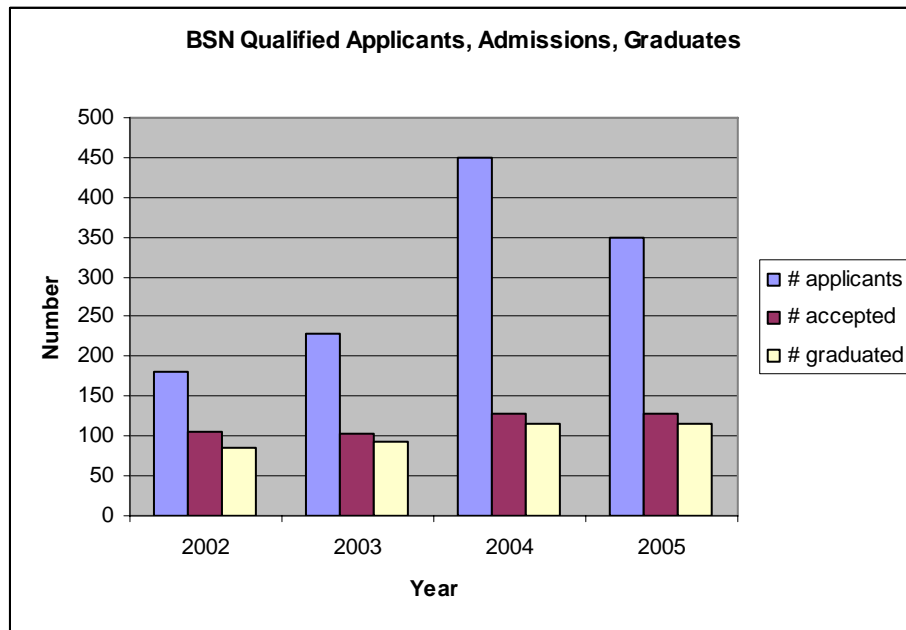
Please refer to Figure 3 for a graphic representation of applicants, those accepted, and graduates.

***Qualified Applicants and Applicants Accepted***

The number of qualified applicants and those accepted were as follows:

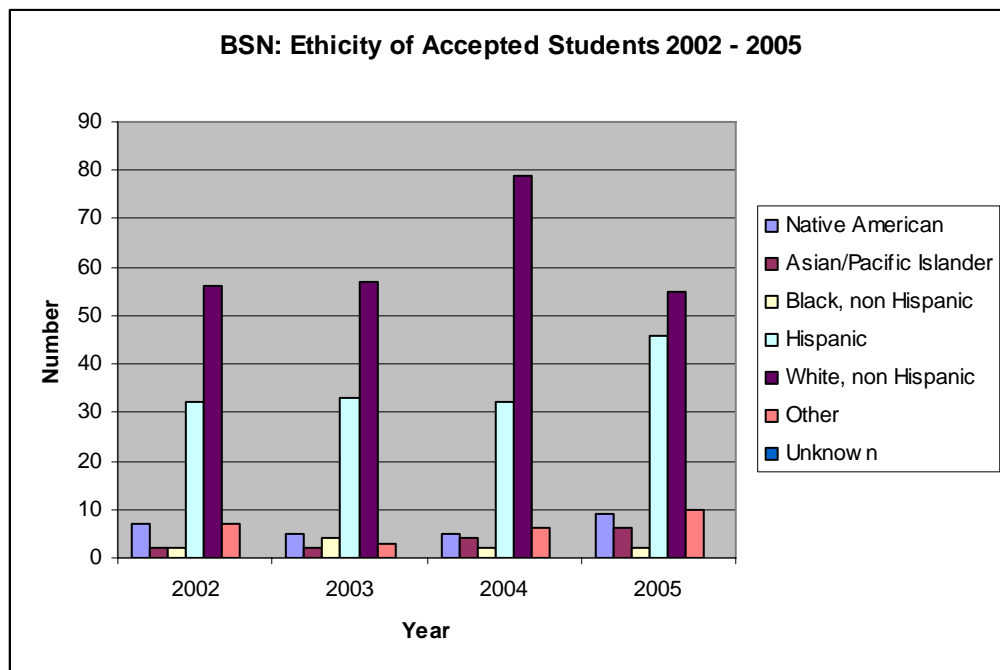
Year	Applicants	Accepted	% of Applicants
2002	180	106	58.9
2003	229	104	45.4
2004	450	128	28.4
2005	349	128	36.7

**Figure 3**



**Ethnicity of Students.** Figure 4 indicates the ethnic diversity of those applicants accepted into the nursing program. The majority of those accepted were white, non Hispanic, with this population growing from 56 in 2002 to a high of 79 (62% of accepted students) in 2004, and then declining to 55 in 2005 (43% of accepted students). Hispanic applicants made up 25-32% of accepted students between 2002-2004 (32-33 students), and grew to 36% of those accepted in 2005 (46 students). Native American students comprised 7% (9 students) of the 2005 students accepted, up from a low of 3.9% (5 students) in 2004. (Please see the summary on page 7 for a comparison to the New Mexico’s population diversity).

**Figure 4**



### Faculty

**Full Time Faculty.** Thirty five (35) full time faculty were funded with permanent funds and 10 full time faculty funded with soft (non-recurring funds). The total budgeted vacancies were 7 (13.5%). The salary for a full time MSN clinical educator is \$76,400.00. The average salary for a comparably educated clinician in the community is \$80,000.00. None of the full time faculty worked a second job. Four to five (4-5) faculty plan to retire in less that 3 years (7.7-9.6%), and 7-9 plan to retire in 3-5 years (13.5-17.3%). Retaining faculty was rated as somewhat difficult, with inadequate salary and lack of permanent funding identified as the top barriers to retaining faculty.

**Part Time Faculty.** “Not applicable” responses were provided for questions related to part time faculty.

### Barriers to Increasing Enrollment

Respondents were asked to identify barriers to increasing enrollment. The BSN respondent identified the following:

Major barriers:

- Permanent funding
- Clinical sites
- Laboratory

Moderate barriers:

- Classroom
- Recruitment and retention
- Student Financial Aid

### Summary

The intent of this report is to share the results of this specific survey, not provide a comprehensive report of nursing education in New Mexico. NCLEX pass rates and other data not included in the survey are not discussed here.

While the number of responses to the survey compromises the conclusions that can be made from the data, the survey results do provide a glimpse of the status of NM nursing programs. It raises questions for further exploration and points to the urgency in addressing education issues.

Students: The percentage of qualified students being accepted into NM schools of nursing appears to be declining. While the schools increased the number of students they admit between 2002 and 2004, there appears to be a stabilization and/or decline in their admission numbers in 2005. Whether this is a true stabilization of capacity or a one-year event is yet to be seen. For 2005, this slowing of program growth, along with an exploding number of qualified applicants, leads to a lower percentage of students accepted. If the capacity of schools continues the 2005 trend, it raises the question whether the schools have maximized their ability to grow their programs within the current system, structure, and funding.

Progress is being made in increasing the diversity of those students accepted into nursing programs. It appears there is still work needed to more closely match the diversity of New Mexico's population.

Ethnicity	ADN*	BSN *	NM**
Native American	7.6%	7%	11.2%
Hispanic	25.6%	36%	41.4%
White, non Hispanic	59%	43%	43.1%

\* - Reflects 2005 data    \*\* New Mexico Selected Health Statistics Annual Report 2005, 2007, p.5)

Faculty:

Twenty one percent (21%) of ADN and 22% of BSN full time faculty were funded with non-recurring (soft) funds; ADN programs had a 10% vacancy rate of budgeted positions while the BSN had a 13.5% vacancy rate. On average, 25% of full time faculty will retire within 5 years (25-31% for ADN; 21-27% for BSN). The largest discrepancy between academic and community salaries was for ADN faculty, with the average salary of \$44,462 compared to the community equivalent salary being reported as \$71,500. Inadequate funding was the top barrier for retaining faculty for both the ADN and BSN programs; ADN schools also reported workload and location as being other barriers. ADN programs reported 32% of the part time positions were funded with non-recurring funds. There was little information on retirement plans for part time faculty. The largest barriers to retaining part time faculty were salaries, education requirements, and lack of benefits.

The biggest challenges cited by both ADN and BSN programs for increasing enrollment continue to be permanent funding for expansion, clinical sites, and laboratory facilities.

Data Collection for NM Nursing Programs. The NM Board of Nursing, the NM Higher Education Department, and the NM Center for Nursing Excellence all survey schools of nursing for a variety of information. This places an increased burden on schools, as well as challenges the ability to have consistent and reliable data. In 2007, these 3 entities collaborated in developing one survey tool to collect needed information about schools to drive innovation and support funding requests. The NM Higher Education Department has incorporated the survey tool in grant reporting mechanisms starting in 2008. This should result in consistent information and reduced reporting burden for schools.

Reference

NM State Center for Health Statistics. (2007, August). "New Mexico Selected Health Statistics Annual Report 2005". Retrieved December 4, 2007 from <http://www.health.state.nm.us/pdf/2005annual%20Report.pdf>.