
California Board of Registered Nursing

2014-2015 Annual School Report

Data Summary and Historical Trend Analysis

A Presentation of Post-Licensure Nursing Education Programs in California

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PREFACE

Nursing Education Survey Background

Development of the 2014-2015 Board of Registered Nursing (BRN) School Survey was the work of the Board's Education Issues Workgroup, which consists of nursing education stakeholders from across California. A list of workgroup members is included in the Appendices. The University of California, San Francisco was commissioned by the BRN to develop the online survey instrument, administer the survey, and report data collected from the survey. Pre-licensure nursing education programs that also offer post-licensure programs were invited to provide data on their post-licensure programs for the first time in 2004-2005. Revisions to the post-licensure sections of the survey may prevent comparability of some data.

Funding for this project was provided by the California Board of Registered Nursing.

Organization of Report

The survey collects data about nursing programs and their students and faculty from August 1 through July 31. Annual data presented in this report represent August 1, 2014 through July 31, 2015. Demographic information and census data were requested for October 15, 2015.

Data from pre- and post-licensure nursing education programs are presented in separate reports and will be available on the BRN website. Data are presented in aggregate form and describe overall trends in the areas and over the times specified and, therefore, may not be applicable to individual nursing education programs.

Statistics for enrollments and completions represent two separate student populations. Therefore, it is not possible to directly compare enrollment and completion data.

Value of the Survey

This survey has been developed to support nursing, nursing education and workforce planning in California. The Board of Registered Nursing believes that the results of this survey will provide data-driven evidence to influence policy at the local, state, federal and institutional levels.

The BRN extends appreciation to the Education Issues Workgroup and all survey respondents. Your participation has been vital to the success of this project.

Survey Participation

Pre-licensure nursing education programs that also offer post-licensure programs were invited to provide data on their post-licensure programs for the first time in 2004-2005. In 2014-2015, 34 RN to BSN programs, 35 Master’s degree programs, and 13 doctoral programs responded to the survey. A list of survey respondents is provided in Appendix A.

Since 2005-2006, the number of post-licensure programs in California grew by 26% (n=7) for RN to BSN programs, 30% (n=8) for Master’s degree programs, and 160% (n=8) for doctoral programs.

Table 1. Number of Post-Licensure Programs by Program Type, by Academic Year

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
RN to BSN	27	31	32	32	31**	34	33	32	35	34
Master’s Degree	27	30	28*	29	31	36	36	36	36	35
Doctoral	5	6	7	7	7	9	10	12	13	13
Number of schools[†]	33	41	37	39	39	43	45	44	45	45

[†]Since some nursing schools admit students in more than one program, the number of nursing programs is greater than the number of nursing schools.

*Although there were 29 master’s degree programs in 2007-2008, only 28 programs reported data that year.

**One of the RN to BSN programs had been counted twice when the 2009-2010 report was published. The data have been corrected in this report.

DATA SUMMARY AND HISTORICAL TREND ANALYSIS

This analysis presents data from post-licensure nursing programs that responded to the 2014-2015 BRN School Survey in comparison with data from previous years of the survey. Since post-licensure programs offer a range of degrees, this report is presented in three sections: RN to BSN programs, Master's degree programs, and doctoral programs. Data presented include the number of nursing programs, enrollments, completions, and student and faculty census data. Faculty census data are presented separately since they are collected by school, not by program type.

RN to BSN Programs

Number of Nursing Programs

The number of RN to BSN programs has increased by 26% (n=7) over the last ten years, from 27 programs in 2005-2006 to 34 programs in 2014-2015. Most of this growth occurred between 2005-2006 and 2007-2008. Since then, the number of RN to BSN programs has fluctuated. The share of RN to BSN programs offered at private schools has shown an overall increase over the last ten years, however, the majority of programs remain public. In 2014-2015, 53% (n=18) of RN to BSN programs were offered at public schools.

Table 2. Number of RN to BSN Programs, by Academic Year

	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015
# Programs	27	31	32	32	31	34	33	32	35	34
Public	63.0%	61.3%	59.4%	59.4%	58.1%	55.9%	57.6%	53.1%	54.3%	52.9%
Private	37.0%	38.7%	40.6%	40.6%	41.9%	44.1%	42.4%	46.9%	45.7%	47.1%

Program Information

Most RN to BSN programs use distance learning and flexible course scheduling as methods of increasing RN access to the program. Offering courses via distance education has become more common over the last ten years, reaching its highest level (83%) in 2014-2015. While flexible course scheduling remains a common method that programs use to increase RN access to the program, the share of programs using flexible course scheduling has remained about the same over the last four years. Some programs offer courses in work settings (22% in 2014-2015) and use partial funding of classes by work settings (44% in 2014-2015).

Table 3. Approaches to Increase RN Access to the Program, by Academic Year

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Distance education modes	51.9%	58.1%	68.0%	66.7%	57.7%	56.7%	71.0%	83.3%	71.4%	81.3%
Flexibility in course scheduling	63.0%	64.5%	72.1%	74.1%	80.7%	63.3%	67.7%	63.3%	68.6%	71.9%
Partial funding of classes by work setting	44.4%	41.9%	32.0%	33.3%	46.2%	56.7%	35.5%	30.0%	22.9%	43.8%
Courses provided in work settings	37.0%	29.0%	40.1%	33.3%	38.5%	33.3%	41.9%	30.0%	17.1%	21.9%
Number of programs	27	31	25	27	26	30	31	30	35	32

Most RN to BSN programs have direct articulation of ADN coursework (90%). In the last six years, the share of programs using partnerships with ADN programs, or similar collaborative agreements, to award credit for prior education and experience to their students has increased. While the share of programs using a specific program advisor had decreased over the last six years, it increased in the last year. In 2014-2015, 61% of RN to BSN programs used partnerships or collaborative agreements, and 68% of programs used a specific program advisor. A limited number of programs use specific upper division courses, portfolios to document competencies, or testing to award credit to ADN-prepared nurses entering the program.

Table 4. Mechanisms to Award Credit for Prior Education and Experience, by Academic Year

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Direct articulation of ADN coursework	55.6%	73.3%	64.0%	70.0%	71.4%	64.5%	71.0%	73.3%	67.7%	90.3%
Partnerships with ADN programs or similar collaborations	18.5%	10.0%	16.0%	23.3%	28.6%	45.2%	45.2%	53.3%	54.8%	61.3%
Specific program advisor	59.3%	36.7%	52.0%	60.0%	53.6%	51.6%	45.2%	43.3%	38.7%	67.7%
Tests to award credit*	40.7%	36.7%	36.0%	20.0%	17.9%	22.6%	22.6%	20.0%	22.6%	29.0%
Specific upper division courses	37.0%	26.7%	16.0%	30.0%	28.6%	19.4%	12.9%	13.3%	9.7%	19.4%
Portfolios to document competencies	18.5%	13.3%	24.0%	16.7%	14.3%	19.4%	16.1%	6.7%	12.9%	19.4%
Number of programs	27	31	25	30	28	31	31	30	31	31

*NLN achievement tests or challenge exams

New Student Enrollments

In 2014-2015, there were 3,280 admission spaces that were filled with a total of 2,355 students. Since an online RN to BSN program accepts all qualified applicants, the number of new students enrolling in these programs can vary dramatically depending on interest in the program rather than on program resources. In 2010-2011, 385 students enrolled in this program, while 507 enrolled in 2011-2012, 412 enrolled in 2012-2013, 394 enrolled in 2013-2014, and 140 enrolled in 2014-2015. In addition, a number of postlicensure programs do not cap enrollment and hence do not report a discrete number for admission spaces, in these instances the number of new enrollments is used as the number of spaces available.

Table 5. Availability and Utilization of Admission Spaces*, by Academic Year

	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015
Spaces available	1,851	2,296	1,998	2,286	2,346	2,287	2,978	3,224	3,368	3,280
New student enrollments	1,665	1,438	1,754	1,985	2,101	1,913	1,998	2,488	2,252	2,355
% Spaces filled with new student enrollments	90.0%	62.6%	87.8%	86.8%	89.6%	83.6%	67.1%	77.2%	66.9%	71.7%

*If admission spaces were not provided in the data, the number of new enrollments was used as the number of available admission spaces.

New student enrollment in public RN to BSN programs has increased since 2005-2006. Private program enrollments have fluctuated over the past ten years. Since 2011-2012, public programs had fluctuating enrollment numbers, rising again to 1,772 in 2014-2015, a ten year high. In 2014-2015, private program enrollments were very low, possibly due to some programs not responding to this survey.

Table 6. RN to BSN New Student Enrollment by Program Type, by Academic Year

	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015*
New student enrollment	1,665	1,438	1,754	1,985	2,101	1,913	1,998	2,488	2,252	2,355
Public	732	687	978	867	788	788	1,083	1,578	1,247	1,772
Private	933	751	776	1,118	1,313	1,125	915	910	1,005	583

*If admission spaces were not provided in the data, the number of new enrollments was used as the number of available admission spaces.

A total of 13 programs (38%) reported that they had enrolled fewer students this year than in the prior year. The majority reported that this resulted from accepted students not enrolling (62%), followed by requirements to reduce enrollment (15%).

Table 6.1 Reasons for Enrolling Fewer Students

	% of programs
Accepted students did not enroll	61.5%
College/university / BRN requirement to reduce enrollment	15.4%
Lack of qualified applicants	8.3%
To reduce costs	7.7%
Other	7.7%
Program revisions	7.7%
Unable to secure clinical placements for all students	7.7%
Lost funding	0.0%
Insufficient faculty	0.0%
All Reporting	13

In 2014-2015, RN to BSN programs received 3,834 qualified applications for admission, the largest number of applications received in ten years. Of the 3,834 applications received, 39% (n=1,479) were not accepted for admission.

Table 7. Applications* for Admission to RN to BSN Programs, by Academic Year

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Qualified applications	3,041	2,341	2,769	2,364	2,651	2,424	1,998	3,069	2,873	3,834
Accepted	1,665	1,438	1,754	1,985	2,101	1,913	1,998	2,488	2,252	2,355
Not accepted	1,376	903	1,015	379	550	511	0	581	621	1,479
% Qualified applications <i>not</i> enrolled	45.2%	38.6%	36.7%	16.0%	20.7%	21.1%	0%	18.9%	21.6%	38.6%

*These data represent applications, not individuals. A change in the number of applications may not represent an equivalent change in the number of individuals applying to nursing school.

Student Census Data

The total number of students enrolled in RN to BSN programs has fluctuated over the last ten years from low of 2,954 in 2008 to a high of 4,091 in 2013 and back down to 3,409 in 2015. The number of students in public RN to BSN programs overall increased over the last ten years while the number of students in private programs has decreased.

Table 8. Student Census Data*, RN to BSN Programs, by Academic Year

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Public programs	1,915	2,068	2,033	2,055	1,873	2,086	2,182	2,624	2,194	2,536
Private programs	1,279	1,068	921	1,427	1,374	1,013	1,223	1,467	1,242	873
Total nursing students	3,194	3,136	2,954	3,482	3,247	3,099	3,405	4,091	3,436	3,409

*Census data represent the number of students on October 15th of the given year.

Student Completions

The number of students that completed an RN to BSN program in California has increased by 90% over the last ten years, from 973 in 2005-2006 to 1,845 in 2014-2015. Even though there has been dramatic growth in the number of graduates in both public and private programs over this time period, public programs have graduated a larger share of RN to BSN students than private programs over the past five years. In 2014-2015, public programs graduated 1,174 students—the largest number in the last ten years, while private programs stayed somewhat stable over the last two years.

Table 9. Student Completions, RN to BSN Programs, by Academic Year

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Public programs	428	502	548	608	613	696	850	1,030	1,097	1,174
Private programs	545	542	458	831	761	572	750	796	675	671
Total student completions	973	1,044	1,006	1,439	1,374	1,268	1,600	1,826	1,772	1,845

Summary

RN to BSN programs enrolled and graduated significantly more students in 2014-2015 than in 2005-2006. While the number of RN to BSN programs and spaces available in those programs declined somewhat over the last year, the number of qualified applications, new students enrolling in these programs, and the number of students completing these programs increased slightly during that time period. Most RN to BSN programs continue to use distance education modes and flexibility in course scheduling in order to increase RN access to the program. Programs increasingly used direct articulation of ADN coursework and specific program advisors to award credit for prior education and experience.

Master's Degree Programs

Master's degree programs offer post-licensure nursing education in functional areas such as nursing education and administration, as well as advanced practice nursing areas (i.e. nurse practitioner, clinical nurse specialist, nurse midwife, nurse anesthetist, and school nurse).

In 2014-2015, 35 schools that offered a Master's degree program including at least one of the aforementioned components responded to this survey. The number of Master's degree programs has remained the virtually the same since 2010-2011. Of the schools that offer a Master's degree program, 54% are public programs.

Table 10. Number of Master's Degree Programs, by Academic Year

	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015
# Programs	27	30	28*	29	31	36	36	36	36	35
Public	55.6%	56.7%	57.1%	55.2%	58.1%	52.8%	52.8%	52.8%	52.8%	54.3%
Private	41.7%	44.4%	43.3%	42.9%	44.8%	41.9%	47.2%	47.2%	47.2%	45.7%

*Although there were 29 Master's degree programs in 2007-08, only 28 programs reported data that year.

New Student Enrollments

Admission spaces available for new student enrollments in Master's degree programs have increased by 44%, from 1,700 in 2005-2006 to 2,440 in 2014-2015. These spaces were filled with a total of 2,133 students. After reaching a high of 2,938 available admission spaces in 2011-2012, the number of available admission spaces has declined somewhat. While new student enrollment has grown considerably since 2005-2006, there has been a decline since a high of 2,464 in 2009-2010.

Table 11. Availability and Utilization of Admission Spaces*, Master's Degree Programs, by Academic Year

	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015
Spaces available	1,700	1,977	2,136	2,491	2,671	2,474	2,938	2,472	2,856	2,440
New student enrollments	1,510	1,722	1,956	2,147	2,464	2,454	2,200	2,274	2,211	2,133
% Spaces filled with new student enrollments	88.8%	87.1%	91.6%	86.2%	92.3%	99.2%	74.9%	92.0%	77.4%	87.4%

*If admission spaces were not provided in the data, the number of new enrollments was used as the number of available admission spaces.

In the past ten years, overall Master's degree programs have seen a 41% (n=623) growth in new students enrolling in their programs. Private programs have seen the most growth, 86% since 2005-2006, reaching a high of 1,260 in 2009-2010 and declining slightly since then. New student enrollment in public programs increased almost every year from 2005-2006 through 2010-2011 and has declined each year since. In 2014-2015, not quite half of new students (43%, n=909) enrolled in public programs.

Table 12. New Student Enrollment, Master's Degree Programs, by Academic Year

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
New student enrollment	1,510	1,722	1,956	2,147	2,464	2,454	2,200	2,274	2,211	2,133
Public	853	1,028	1,196	1,221	1,204	1,353	1,083	1,077	1,071	909
Private	657	694	760	926	1,260	1,101	1,117	1,197	1,140	1,224

A total of 17 programs (49%) reported that they had enrolled fewer students this year than in the prior year. The majority reported that this resulted from accepted student not enrolling (65%). A number of programs (29%) also noted that they had fewer applicants.

Table 12.1 Reasons for Enrolling Fewer Students

	% of programs
Accepted students did not enroll	64.7%
Lack of qualified applicants	29.4%
Other	11.8%
Lost funding	5.9%
Unable to secure clinical placements for all students	5.9%
College/university / BRN requirement to reduce enrollment	0.0%
To reduce costs	0.0%
Insufficient faculty	0.0%
Program discontinued	0.0%
All Reporting	17

The number of qualified applications received to Master's degree programs has declined over the previous two years to 3,217 applications in 2014-2015. Despite this decline in applications, programs continue to receive more applications than can be accommodated. In 2014-2015, 34% (n=1,084) of applications were not accepted for admission.

Table 13. Applications* for Admission to Master's Degree Programs, by Academic Year

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Qualified applications	2,954	2,696	2,175	2,760	3,723	3,001	3,214	3,764	3,476	3,217
Accepted	1,510	1,722	1,956	2,147	2,464	2,454	2,200	2,274	2,211	2,133
Not accepted	1,444	974	219	613	1,259	547	1,014	1,490	1,265	1,084
% Qualified applications not enrolled	48.9%	36.1%	10.1%	22.2%	33.8%	18.2%	31.5%	39.6%	36.4%	33.7%

*These data represent applications, not individuals. A change in the number of applications may not represent an equivalent change in the number of individuals applying to nursing school.

Student Census Data

The total number of students enrolled in Master's degree programs has increased by 34% over the past ten years (n=1,233). After two years of increasing total enrollment between 2011 and 2013, total enrollment declined to 4,857 students in 2015. While private programs have had dramatic increases in total student enrollment since 2006, these programs have also had more fluctuation in their year-to-year enrollment than public programs. Private programs currently account for 52% of enrollment.

Table 14. Student Census Data*, Master's Degree Programs, by Academic Year

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Public programs	2,418	2,601	2,643	2,775	2,613	2,722	2,557	2,572	2,382	2,329
Private programs	1,206	1,388	1,180	1,583	2,093	1,835	2,062	2,443	2,464	2,528
Total nursing students	3,624	3,989	3,823	4,358	4,706	4,557	4,619	5,015	4,846	4,857

*Census data represent the number of students on October 15th of the given year.

Student Completions

The number of students that completed a Master's degree program in California has increased by 82% in the last ten years. In 2014-2015, 1,983 students completed Master's degree programs, the highest number of graduates in ten years. While both public and private programs graduated more students this year than they did in 2005-2006, private programs had more dramatic growth during this period. The growth in the number of students completing Master's degree programs over the last two years was due to graduates of private programs.

Table 15. Student Completions, Master's Degree Programs, by Academic Year

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Public programs	703	849	844	892	904	952	1,034	933	933	911
Private programs	389	390	452	646	687	612	857	829	1,006	1,072
Total student completions	1,092	1,239	1,296	1,538	1,591	1,564	1,891	1,762	1,939	1,983

Nurse practitioners represent the largest share of graduates from Master’s degree programs and the share of graduates in this specialty area reached its high of 56% of Master’s degree program graduates in 2012-2013. Nursing Education, Nursing Administration and nurse generalist have had the greatest declines in the share of students completing those specialty areas since 2006-2007. Clinical Nurse Leaders have seen an overall increase of almost double since 2008-2009. A total of 46 students double majored.

Table 16. Student Completions by Program Track or Specialty Area*1, Master’s Degree Programs, by Academic Year

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Nursing Education	12.2%	14.1%	15.1%	14.6%	13.5%	8.6%	9.6%	7.8%	3.3%
Nursing Administration	16.5%	9.7%	10.0%	10.2%	13.4%	11.6%	7.3%	4.5%	3.4%
Clinical Nurse Specialist	10.3%	13.8%	13.8%	11.9%	8.0%	8.8%	8.9%	6.4%	6.1%
Nurse Practitioner	48.2%	43.7%	40.4%	39.2%	45.6%	44.7%	56.4%	53.4%	52.3%
Certified Nurse Midwife	1.7%	2.0%	1.0%	1.7%	1.9%	1.2%	0.9%	0.9%	1.0%
Certified Nurse Anesthetist	4.8%	4.2%	4.6%	4.8%	4.6%	3.8%	3.6%	3.9%	4.1%
School Nurse	0.2%	0.8%	0.7%	3.0%	1.5%	1.4%	1.1%	1.9%	1.7%
Clinical Nurse Leader			4.4%	3.5%	6.1%	10.4%	7.9%	9.4%	8.2%
Case Management			0.7%	2.1%	2.3%	2.2%	2.3%	2.2%	2.3%
Community Health/ Public Health			0.1%	1.2%	0.6%	0.5%	0.7%	1.0%	0.6%
Nursing Informatics								0.3%	0.3%
Ambulatory Care [‡]			1.2%	1.2%	1.7%	2.2%	0.0%	1.0%	
Nurse Generalist			9.0%	3.3%	1.6%	1.2%	0.2%	1.8%	2.6%
Health Policy						2.6%	0.2%	0.0%	0.2%
Nursing Science and Leadership						2.5%	2.4%	1.2%	1.3%
Other specialty	6.1%	11.8%	2.7%	6.1%	0.7%	0.8%	1.0%	0.1%	2.8%
Total student completions	1,239	1,298	1,538	1,591	1,564	1,891	1,762	1,939	1,983

Blank cells indicate that the information was not requested in the given year.

*These data were not collected prior to 2006-2007.

1- Students who double-majored were counted in each specialty area for the first time in 2008-09. Therefore, each student who completed a Master’s degree program may be represented in multiple categories.

‡ This answer option was inadvertently dropped from the 2014-2015 online survey.

Individual/family nursing is the most common specialty area for nurse practitioners (NPs), with 74% of NPs graduating in this specialty area in 2014-2015. Other common specialty areas in 2014-2015 include gerontology primary care (10%), gerontology acute care (5%) and pediatrics primary care (6%). Gerontology has had one of the greatest increases among NP graduates over the last ten years. In 2013-2014, the survey responses to these questions were changed to align with population foci recommendations from the National Organization of Nurse Practitioners Faculty (NONPF).

Table 17. Student Completions by Nurse Practitioner Specialty*, by Academic Year

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Acute care	7.2%	8.8%	9.0%	12.0%	10.4%	6.2%	7.1%	-	-
Adult	6.5%	14.8%	4.7%	8.3%	14.3%	7.1%	6.0%	-	-
Family	58.3%	53.1%	62.5%	58.0%	53.0%	67.2%	70.9%	-	-
Individual/Family								66.9%	74.3%
Gerontology	3.5%	3.0%	2.9%	2.7%	2.4%	1.7%	1.5%	-	-
Adult/ Gerontology primary								10.8%	10.3%
Adult/ Gerontology acute								6.2%	5.2%
Neonatal	0.2%	1.2%	0.8%	1.1%	1.4%	1.2%	0.0%	0.2%	0.0%
Occupational health	1.0%	0.7%	1.3%	1.9%	1.4%	0.6%	0.2%	-	-
Pediatric	7.5%	6.2%	8.5%	9.1%	8.4%	6.2%	4.2%	-	-
Pediatric primary								5.3%	5.8%
Pediatric acute								1.5%	1.7%
Psychiatric/mental health	2.8%	1.9%	1.6%	3.2%	5.9%	4.6%	3.4%	4.6%	3.9%
Women's health	8.4%	7.4%	5.0%	1.9%	2.4%	3.0%	3.6%	3.3%	2.7%
Other	4.5%	2.8%	3.7%	1.8%	0.4%	2.4%	2.9%	1.2%	1.1%
Total number of nurse practitioners	597	567	622	624	713	845	994	1,035	1,038

*These data were not collected prior to 2006-07. Response categories were modified in 2013-2014.

Summary

Master's programs continue to receive more qualified applications than can be accommodated. Over the last year, these programs saw a decrease in spaces available as well as a decline in qualified applications and enrollment of new students. The number of students that completed one of these programs has grown by 82% in the last ten years and reached its highest in 2014-2015 (n=1,983). While Nurse Practitioners (NPs) continue to be the most common specialty for students completing a Master's degree, Clinical Nurse Leaders have seen a two-fold increase in graduates in the last seven years. In 2014-2015, a large majority (74%) of graduating NPs specialized in individual/family nursing.

Doctoral Programs

The number of doctoral nursing programs in California has more than doubled since 2005-2006. In 2014-2015, there were 13 nursing doctoral programs in California – 54% (n=7) of which are public programs.

Table 18. Number of Doctoral Degree Programs, by Academic Year

	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015
# Programs	5	6	7	7	7	9	10	12	13	13
Public	40.0%	33.3%	28.6%	28.6%	28.6%	33.3%	40.0%	50.0%	53.8%	53.8%
Private	60.0%	66.7%	71.4%	71.4%	71.4%	66.7%	60.0%	50.0%	46.2%	46.2%

New Student Enrollments

Admission spaces available for new student enrollments in doctoral programs have more than tripled since 2005-2006. After recovering from a slight decline in availability of admission spaces in 2009-2010, the number of available spaces has more than doubled since then. After six years of increasing numbers of new students enrolling in doctoral programs, the numbers of students enrolling declined in each of 2013-2014 and 2014-2015. In 2014-2015, 218 new students enrolled in doctoral programs.

Table 19. Availability and Utilization of Admission Spaces*, Doctoral Programs, by Academic Year

	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015
Spaces available	89	74	109	163	159	165	203	362	372	340
New student enrollments	71	57	106	112	158	186	227	314	230	218
% Spaces filled with new student enrollments	79.8%	77.0%	97.2%	68.7%	99.4%	112.7%	111.8%	86.7%	61.8%	64.1%

*If admission spaces were not provided in the data, the number of new enrollments was used as the number of available admission spaces.

Public programs had a large increase in new student enrollment in 2012-2013, which was followed by a decline in 2013-2014 and 2014-2015. After six years of increasing enrollment among private programs, these programs had a decline in enrollment over the last two years as well.

Table 20. New Student Enrollment, Doctoral Programs, by Academic Year

	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015
New student enrollment	71	57	106	112	158	186	203	314	230	218
Public	42	36	37	31	38	32	41	142	93	94
Private	29	21	69	81	120	154	162	172	137	124

A total of 5 programs (38%) reported that they had enrolled fewer students this year than in the prior year. The majority reported that this resulted from accepted student not enrolling (80%).

Table 20.1 Reasons for Enrolling Fewer Students

	% of programs
Accepted students did not enroll	80.0%
Other	20.0%
Lack of qualified applicants	20.0%
Lost funding	0.0%
College/university / BRN requirement to reduce enrollment	0.0%
To reduce costs	0.0%
Insufficient faculty	0.0%
Program discontinued	0.0%
Unable to secure clinical placements for all students	0.0%
All Reporting	5

The number of qualified applications to doctoral programs has fluctuated dramatically since 2009-2010. In 2014-2015, doctoral programs received 359 qualified applications to their programs, 39% of which were not accepted for admission.

Table 21. Applications* for Admission to Doctoral Programs, by Academic Year

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Qualified applications	75	109	120	201	420	203	431	321	359
Accepted	57	106	112	158	186	203	314	230	218
Not accepted	18	3	8	43	234	0	117	91	141
% Qualified applications not enrolled	24.0%	2.8%	6.7%	21.4%	55.7%	0.0%	27.1%	28.3%	39.3%

*These data represent applications, not individuals. A change in the number of applications may not represent an equivalent change in the number of individuals applying to nursing school.

Student Census Data

The total number of students enrolled in doctoral programs almost tripled in ten years, from 251 students on October 15, 2005 to 804 in 2015. Private programs have had a five-fold increase in the number of students enrolled in their programs from 2005 to 2015, while public programs had more modest change in their total student enrollment during the same time period. Both public and private programs had a decline in enrollment and then a slight increase over the last two years.

Table 22. Student Census Data*, Doctoral Programs, by Academic Year

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Public programs	177	193	173	161	155	163	176	216	376	307	338
Private programs	74	89	118	148	252	268	391	412	451	431	466
Total nursing students	251	282	291	309	407	431	567	628	827	738	804

*Census data represent the number of students on October 15th of the given year.

Student Completions

The number of students that completed a nursing doctoral program in California more than quadrupled in the past ten years, from 42 in 2005-2006 to 242 in 2014-2015. Public programs had a large increase in students completing their programs over the last year, while private programs had a decline in the number of students completing their programs during the same time period.

Table 23. Student Completions, Doctoral Programs, by Academic Year

	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015
Public programs	23	41	28	22	20	30	23	21	90	141
Private programs	19	16	11	27	44	46	61	105	96	101
Total student completions	42	57	39	49	64	76	84	126	186	242

Summary

The number of schools offering doctoral degrees and the number of students pursuing those degrees have increased over the past ten years. Since 2011-2012, three additional doctoral programs began accepting students for the first time. Historically, private doctoral programs have been responsible for most of the increases in new student enrollments, student census and student completions. In 2014-2015, there were more graduates from public than private doctoral programs. As more students complete these programs, more nursing researchers and more qualified applicants for nursing faculty positions will enter the nursing workforce.

Faculty Census Data

Faculty data for post-licensure programs were requested for the first time in the 2005-2006 survey. These data were collected by school, not by degree program. Therefore, faculty data represent post-licensure programs as a whole, not a specific degree program.

On October 15, 2015, post-licensure programs reported a total of 1,083 faculty that taught post-licensure courses, even if the faculty member also had a teaching role in the pre-licensure programs offered at the school. Over the last nine years, there have been fluctuations in the number of faculty teaching post-licensure students. Some of these fluctuations may be due to changes in the survey in 2009-2010¹, while others are likely due to online programs that have large fluctuations in enrollment and, hence, large fluctuations in faculty numbers from year to year.

Of the 45 schools that offered post-licensure nursing programs in 2014-2015, 80% (n=36) reported sharing faculty with the pre-licensure programs offered at their school. Twenty-three schools reported that they have some faculty that exclusively taught post-licensure students. Since many programs use the same faculty for pre- and post-licensure programs, 38% (n=415) of the 1,083 total post-licensure faculty reported in 2015 were also reported as pre-licensure faculty. Post-licensure nursing programs reported 173 vacant faculty positions in 2015. These vacancies represent a 13.8% faculty vacancy rate—the highest the highest vacancy rate reported for the past 10 years.

Table 24. Faculty Census Data*, by Year

	2006**	2007**	2008	2009	2010	2011	2012	2013**	2014	2015**
Total faculty	1,544	1,605	1,909	1,813	1,169	1,598	1,446	1,086	1,001	1,083
Faculty (post-licensure only) ¹					816	1,138	953	758	488	668
<i>Full-time</i>	498	628	639	656	267	302	320	237	274	285
<i>Part-time</i>	1,046	977	1,270	1,157	549	836	633	332	214	397
Faculty (also teach pre-licensure)	1,544	1,605	1,909	1,813	353	460	493	328	513	415
Vacancy rate***	3.1%	6.0%	4.8%	3.4%	4.9%	1.2%	4.9%	5.0%	3.9%	13.8%
<i>Vacancies</i>	49	102	96	63	60	19	75	57	41	173

*Census data represent the number of faculty on October 15th of the given year.

**The sum of full- and part-time faculty did not equal the total faculty reported in these years.

***Vacancy rate = number of vacancies/(total faculty + number of vacancies)

¹ Prior to 2009-2010, if schools reported that pre-licensure faculty were used to teach post-licensure programs, it was assumed that all pre-licensure faculty had a post-licensure teaching role. Feedback from nursing school deans and directors indicated that this assumption was not always true. Therefore, these questions were modified in 2009-2010 to collect data on the number of faculty that exclusively teach post-licensure students and the share of the pre-licensure faculty that also teach post-licensure courses.

APPENDICES

APPENDIX A – List of Post-Licensure Nursing Education Programs

RN to BSN Programs (34)

Azusa Pacific University	Loma Linda University
California Baptist University	Mount Saint Mary's University
CSU Bakersfield	Pacific Union College
CSU Channel Islands	Point Loma Nazarene University
CSU Chico	San Diego State University
CSU Dominguez Hills	San Francisco State University
CSU East Bay	*Shepherd University
CSU Fresno	Simpson University
CSU Fullerton	Sonoma State University
CSU Long Beach	Stanbridge College
CSU Los Angeles	United States University
CSU Northridge	Unitek College
CSU Sacramento	University of Phoenix - Northern California
CSU San Bernardino	University of Phoenix - Southern California
CSU San Marcos	The Valley Foundation School of Nursing at San Jose State University
CSU Stanislaus	West Coast University
Concordia University, Irvine	
Holy Names University	

Master's Degree Programs (35)

Azusa Pacific University	Samuel Merritt University
California Baptist University	San Diego State University
*CSU Bakersfield	San Francisco State University
CSU Chico	Sonoma State University
CSU Dominguez Hills	United States University
CSU Fresno	University of California Davis
CSU Fullerton	University of California Irvine
CSU Long Beach	University of California Los Angeles
CSU Los Angeles	University of California San Francisco
CSU Sacramento	University of Phoenix - Northern California
CSU San Bernardino	University of Phoenix - Southern California
CSU San Marcos	University of San Diego
CSU Stanislaus	University of San Francisco
Charles R. Drew University of Medicine and Science	University of Southern California
Holy Names University	The Valley Foundation School of Nursing at San Jose State University
Loma Linda University	West Coast University
Mount Saint Mary's University	Western University of Health Sciences
Point Loma Nazarene University	

Doctoral Programs (13)

Azusa Pacific University	University of California Irvine
CSU Fresno	University of California Los Angeles
CSU Fullerton	University of California San Francisco
CSU Los Angeles	University of San Diego
Loma Linda University	University of San Francisco
Samuel Merritt University	Western University of Health Sciences
University of California Davis	

* - New program in 2014-2015

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