

2016 Academic Survey of Publicly-Funded Nursing Education Institutions in New Mexico: A Comparative Follow-up Study From 2012

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Executive Summary

The following data represents an overview of a 2016 survey of the publicly-funded nursing education institutions in New Mexico. The 2016 Academic Survey is a duplicative study based on the 2012 Academic Survey published in 2014 (Survey of Publicly Funded, Accredited Nursing Colleges in New Mexico, 2014). The 2012 Academic Survey was facilitated by the New Mexico Nursing Education Consortium (NMNEC) to provide baseline data as part of their participation in a Robert Wood Johnson grant project, “Academic Progression in Nursing (APIN)” that concluded in 2016. The 2012 survey data was reported in three sections: Overview of Institutions, Overview of Faculty, and Overview of Nursing Students by Type of Program. The survey in 2016 repeated the same questions and format as the 2012 survey with the addition of NMNEC-specific program evaluation questions (See Addendum). In 2012, fifteen schools participated. In 2016, seventeen schools participated for a response rate of 94%. The institutions that participated are as follows:

Institution	2012	2016
1. Central New Mexico Community College (CNM)	X	X
2. Clovis Community College (CCC)	X	X
3. Doña Ana Community College (DACC)		X
4. Eastern New Mexico University	X	X
5. Eastern New Mexico University-Roswell (ENMU-R)	X	X
6. Luna Community College (LCC)	X	X
7. New Mexico Highlands University (NMHU)	X	X
8. New Mexico Junior College (NMJC)	X	X
9. New Mexico State University–Carlsbad (NMSU-C)	X	
10. New Mexico State University – Las Cruces, Alamogordo, Grants (NMSU)	X	X
11. Northern New Mexico College (NNMC)	X	X
12. San Juan College (SJC)	X	X
13. Santa Fe Community College (SFCC)	X	X
14. University of New Mexico (UNM)	X	X
15. University of New Mexico–Gallup (UNM-G)		X
16. University of New Mexico–Taos (UNM-T)	X	X
17. University of New Mexico–Valencia (UNM-V)		X
18. Western New Mexico University (WNMU)	X	X

The New Mexico Nursing Education Consortium continues to be hard at work on addressing issues surrounding diversity and the number of BSN prepared nurses in New Mexico. While the APIN grant ended in 2016, the survey was repeated to compare what was currently happening in nursing education with the baseline data obtained in 2012.

As noted in the 2012 data, the findings in 2016 continue to demonstrate that attention to the diversity needs of nursing in New Mexico is still needed. In 2016 the U.S. Census Bureau estimated the Hispanic/Latino population of New Mexico to be 48%, American Indian or Alaska Native population to be 10.6%, Black or African American population to be 2.5%, and Asian population to be 1.7%. . In all degree types, the percentage of American Indian or Alaska Native and the percentage of Hispanic/Latino graduates are below the percentages of those population groups in New Mexico. The one significant improvement was in 2016, the number of nurses who were awarded doctoral degrees in nursing increased from 0 in 2012 to 7 in 2016 (30% of doctoral graduates). This increase is likely related to the graduation of Doctoral of Nursing Practice (DNP) students in 2016, a degree that was not awarded in New Mexico in 2012. The breakdown of nursing degrees awarded by race/ethnicity between 2012 and 2016 follows:

Total Number (Percentage) Graduates by Race/Ethnicity per Type of Degree										
Type of Degree	ADN		BSN		RN-BSN		MSN		Doctoral	
Year Graduated	2012	2016	2012	2016	2012	2016	2012	2016	2012	2016
American Indian or Alaska Native	17 (4%)	20 (9%)	5 (3%)	7 (3%)	4 (4%)	7 (4%)	0 (0%)	1 (2%)	0 (0%)	0 (0%)
Asian	4 (< 1%)	3 (1%)	7 (4%)	10 (4%)	6 (5%)	13 (7%)	4 (5%)	1 (2%)	0 (0%)	0 (0%)
Black/African American	8 (2%)	3 (1%)	9 (5%)	6 (2%)	3 (3%)	5 (3%)	3 (4%)	0 (0%)	1 (20%)	0 (0%)
Hispanic/Latino	189 (42%)	65 (28%)	57 (38%)	97 (39%)	36 (32%)	67 (35%)	24 (27%)	15 (27%)	0 (0%)	7 (30%)
Native Hawaiian/Pacific Islander	0 (0%)	0 (0%)	0 (0%)	2 (< 1%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
White	210 (47%)	108 (47%)	91 (54%)	125 (50%)	70 (62%)	87 (46%)	57 (64%)	38 (69%)	4 (80%)	16 (70%)
Two or more	6	1 (<	0	0	0	3	0	0	0	0

Total Number (Percentage) Graduates by Race/Ethnicity per Type of Degree										
Type of Degree	ADN		BSN		RN-BSN		MSN		Doctoral	
Year Graduated	2012	2016	2012	2016	2012	2016	2012	2016	2012	2016
aces	(1%)	1%)	(0%)	(0%)	(0%)	(2%)	(0%)	(0%)	(0%)	(0%)
Other/Unspecified	10 (2%)	2 (1%)	0 (0%)	4 (2%)	1 (1%)	6 (3%)	1 (1%)	0 (0%)	0 (0%)	0 (0%)
Not reported	6 (1%)	28 (12%)	0 (0%)	0 (0%)	(over categorized by 8)	3 (2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total Number of Graduates	450	230	169	251	112	191	89	55	5	23

Similar demographics were found related to the diversity of nurse educators. In 2012, 81% of the average number of full-time faculty were white and 12% were Hispanic/Latino. In 2016, the average number of white full-time faculty remained the same, at 81%, with the average number of Hispanic/Latino faculty increasing to 24% and the average number of Native American or Alaska Native faculty increasing from <1% in 2012 to 9% in 2016. There is one notable change in the average number of full-time faculty with doctoral degrees which increased from 2.9 in 2012 to 5.8 in 2016.

From the data, we can also extrapolate what kind of nurses our institutions are producing. In academic year 2011-2012, 825 students graduated with some type of nursing degree. In 2015-2016, while the total number of students who graduated with a nursing degree from publicly funded, nursing accredited nursing institutions decreased to 750 students, there was a shift in the types of degrees awarded in 2016. The breakdown follows:

Type of nursing degree awarded by student number		
Nursing Degree Awarded	2012 Total (Percentage) Graduates	2016 Total (Percentage) Graduates
ADN	450 (54%)	230 (31%)
BSN (pre-licensure)	169 (21%)	251 (33%)
RN-BSN	112 (13%)	191 (25%)

MSN	89 (11%)	55 (7%)
Doctoral	5 (1%)	23 (3%)
Total	825	750

In 2012, the ADN was the most frequently awarded degree of the five types of nursing degrees. In 2016, there was a change with more BSN degrees awarded than ADN degrees. In 2012, students had two choices of institutions where they could obtain their pre-licensure BSN degrees. In 2016, students earned their pre-licensure BSN degrees at four additional locations through the co-enrolled ADN/BSN degree option of the NMNEC model resulting in University/Community College Partnerships (UNM/CNM, UNM/NMJC, UNM/SJC and NMSU/SFCC). These partnerships contributed to the shift in degrees awarded.

It is important to note, however, that the ADN degree numbers reported are not completely accurate. The questions in the survey designed in 2012 did not take into account that co-enrolled ADN/BSN students, who, at the same time, earned both an associate's degree from their community college and a bachelor's degree from the partnering university. In 2012, there were no co-enrolled graduates as the implementation of the NMNEC curriculum had just started. In response to questions on the 2016 survey about whether to list co-enrolled students in both categories, participants were verbally advised to list the co-enrolled students in the BSN category only in order to avoid double-counting graduates and creating a falsely-high total number of graduates. However, the number of ADN degrees awarded is falsely-low as a result.

Keeping in mind the call for 80% of the nursing workforce to be BSN-prepared by 2020 (The Future of Nursing, 2010), the data on the number of pre-licensure BSN degrees awarded is reflective that the shift to a BSN-prepared workforce is starting in New Mexico. It is expected that with the ongoing implementation of NMNEC University/Community College Partnerships who graduated their first co-enrolled ADN/BSN students in 2017 (UNM/SJC) and with the other schools now implementing the NMNEC curriculum (WNMU, UNM-T, UNM-G, LCC) in 2016 and 2017, the number of pre-licensure BSN degrees awarded will continue to increase.

RN-BSN degrees awarded also increased in 2016 over 2012 that is additionally supportive of the shift in NM toward an 80% BSN workforce by 2020.

The number of MSN degrees awarded declined from 2012 to 2016 while at the same time, the number of doctoral degrees awarded increased. Both of these changes may be reflective of the introduction of two DNP programs in New Mexico. The number of doctoral degrees awarded is inclusive of both PhD and DNP degrees.

It is noted in the report that there was an increase in the total number of MSN admissions from 2012 (90) to 2016 (101) though the total number of doctoral degree admissions remained

steady between 2012 (31) and 2016 (33). With an increase of the number of nurses in New Mexico with a BSN degree, it is hopeful that the number of nurses applying to nursing graduate programs in New Mexico will increase in the future.

Overview of Institutions

Urban and Rural Institutions

New Mexico covers 121,356 square miles and has four cities (Albuquerque, Las Cruces, Rio Rancho, and Santa Fe) that are considered ‘urban’, having a population of more than 50,000 (New Mexico Cities by Population, n.d.) (Geography, U.C.B. n.d.). In 2016, it was estimated that 693,172 people of an estimated New Mexico population of 2,081,015 live in rural settings, which is approximately one-third of the population (Rural Health for New Mexico Introduction, 2017). As such, the geographic location of publicly funded nursing institutions is of importance. In 2016, the number of institutions participating in the survey from urban locations (4) did not change from 2012. However, the participating rural institutions increased by three.

	2012 (n=15)	2016 (n=17)
Urban	4	4
Rural	10	13

Academic Schedule

Each participating nursing institution reported whether or not they teach on a schedule of three terms throughout the academic year, or two semesters per year. In 2016, there continued to be more institutions following a semester schedule (13) than terms (4).

	2012 (n=15)	2016 (n=17)
Use semesters	10	13
Use terms	5	4

Institution Accrediting Status

Some of the institutions participating in the survey have parent institutions that receive accreditation, while others only have their nursing programs accredited. In 2016, most participants (15) had regional accreditation of the parent institution and two identified “other.” Those two participants both reported accreditation by the Higher Learning Commission (HLC).

Participating Nursing Institutions	2012 (n=15)	2016 (n=17)
Regional accreditation	13	15
No accreditation	0	0
Other	2	2

Nursing Accreditation Status

Only one institution reported nursing accreditation currently in progress in 2016. The number of institutions accredited by the National League for Nursing Accrediting Commission (NLNAC) increased from 4 in 2012 to 10 in 2016. There were also two institutions in 2016 who were accredited by both the NLNAC and the Commission on Collegiate Nursing Education (CCNE).

Note: In 2013, the NLNAC changed its name to the Accreditation Commission for Education in Nursing (ACEN). For purposes of this report, ACEN and NLNAC are the same and schools that are ACEN accredited, reported as being NLNAC accredited.

Participating Nursing Institutions?	2012 (n=15)	2016 (n=17)
NLNAC Accreditation	4	10
CCNE accreditation	10	4
Both NLNAC and CCNE	1	2
Currently in progress	0	1
Not accredited	0	0

Type of degree programs offered

The type of degree programs offered in New Mexico increased in 2016 from 2012, growing from 23 programs to 31. The number of ADN programs, BSN programs, and MSN programs at participating institutions all increased between 2012 and 2016. There were two new Doctor of Nursing Practice (DNP) programs launched at two institutions since 2012, offering nurses a practice-focused doctorate, in addition to the research-focused PhD.

	2012 (n=15)	2016 (n=17)
ADN Program	11	13
BSN Program	2	5
RN to BSN Program	6	6
MSN Program	2	3
PhD Program	2	2
DNP Program	0	2

Faculty Overview

Full-Time Faculty

The average number of full-time faculty at each institution has decreased slightly from 11.3 in 2012 to 10.9 in 2016. The number of female full-time faculty has decreased also, from 10.3 to 9.7. However, the average number of male full-time faculty increased slightly from 1.0 in 2012 to 2.2 in 2016. The average number of full-time faculty from minority racial/ethnic groups has increased slightly across the board. This table shows historically underrepresented populations in full-time nursing faculty have increased slightly between 2012 and 2016.

Demographics		
	2012 (n=15)	2016 (n=17)
Average number of full time faculty	11.3	10.9
Female	10.3	9.7
Male	1	2.2
American Indian/Alaska Native	0.1	1
Asian	0.1	1.5
Black/African American	0.1	1
Hispanic/Latino	1.4	2.6
Native Hawaiian/Pacific Islander	0	1
White	9.2	8.9
Two or More Races	0.3	0
Other/Unspecified	0.1	1

The average number of full-time faculty with Bachelor’s or Master’s degrees in nursing at participating institutions has decreased slightly between 2012 and 2016, while the number of Master’s degrees in other fields increased slightly. More notably, the number of full-time faculty with doctoral degrees increased from 2.9 to 5.8. Full-time faculty with other degrees also increased.

Highest Degree Earned		
	2012 (n=15)	2016 (n=17)
Full-time faculty: Bachelors Science in Nursing	6.7	5.8
Full-time faculty: Masters Science in Nursing	7.5	7.2
Full-time faculty: Masters Degree in Other Field	0.1	1
Full-time faculty: Doctoral Degree in Nursing or Related Field	2.9	5.8
Full-time faculty: Other Degree	0.2	4

Part-Time Faculty

The average number of part-time faculty increased between 2012 and 2016, including more part-time faculty working below 0.5 full-time employment (FTE) and 0.5 and 0.9 FTE. The average number of male part-time faculty increased from 2012 to 2016, while the number of female part-time faculty only increased slightly. There were increases in the average part-time faculty for all racial/ethnic groups between 2012 and 2016.

Demographics		
	2012 (n=15)	2016 (n=17)
Average number of part-time faculty	7.7	9.5
Faculty below 0.5 FTE	3.5	5.9
Faculty between 0.5 and 0.9 FTE	4.3	13
Female	7.4	8.5
Male	.3	2
American Indian/Alaska Native	0.2	1.5
Asian	0.13	2
Black/African American	0.7	2
Hispanic/Latino	1.2	2.8
Native Hawaiian/Pacific Islander	0	1
White	5.8	8

Two or More Races	.13	1
Other/Unspecified	.13	1

Overview of Nursing Students by Type of Program

Associate Degree in Nursing Programs

Applications

There were 11 institutions reported to have granted pre-licensure Associate Degrees in Nursing (ADN) in 2012. That number increased to 12 in 2016. Despite a small increase in number of programs, the number of qualified applicants in 2016 decreased from 1269 to 615. The admission capacity also decreased from 718 seats available in 2012 to 397 seats in 2016.

Between the four years of the surveys, the participants reported decreases in the number of female, and more significantly male, qualified students who applied to ADN programs. The average number of qualified female applicants decreased from 89% to 64% and male applicants decreased from 18% to 5%. With the exception of the non-identified, or “other,” category of race and ethnicity, all other race/ethnicity groups also decreased in number of qualified applicants.

Total ADN APPLICATIONS			
		2012 (n=11)	2016 (n=10)
Total Admission Capacity		718	397
Total Number Qualified Applicants		1269	615
Total Number Qualified Applicants: Gender			
	Female	927	582
	Male	342	43
Total Number Qualified Applicants: Race/Ethnicity			
	American Indian or Alaska Native	49	46
	Asian	32	6
	Black / African American	26	15
	Hispanic / Latino	432	195

	Native Hawaiian / Pacific Islander	3	0
	White	474	248
	Two or more races	36	14
	Other / Unspecified	18	88

Admissions

The table below shows the reported total number of students admitted each semester, with the percentage each semester, percentage admitted for gender and student race/ethnicity totals for ADN programs. The numbers reported demonstrate the total number of admitted students decreased between 2016 and 2012. While students admitted in both years were predominately female and White, the percentage of Native, Black, and Hispanic students all increased.

Total ADN ADMISSIONS			
		2012 (n=11)	2016 (n=10)
Total Number Admitted		703	382
	Summer Semester	107	0
	Fall Semester	416	266
	Spring Semester	180	126
Total Number Admitted: Gender			
	Female	590	354
	Male	118	36
Total Number Admitted: Race/Ethnicity			
	American Indian or Alaska Native	14	34
	Asian	27	4
	Black / African American	15	15
	Hispanic / Latino	262	150
	Native Hawaiian / Pacific Islander	1	0
	White	356	170
	Two or more races	19	9
	Other / Unspecified	9	0

Enrollment, Transfer, and Attrition

The enrollment for ADN programs decreased between 2012 and 2016, from 2556 to 1090. There was also a very small increase in attrition.

Total ADN ENROLLMENT			
		2012 (n=11)	2016 (n=10)
Total Number Enrolled		2556	1090
	Summer Semester	454	80
	Fall Semester	1121	524
	Spring Semester	981	486
Total Transferred From Another Program		13	6
Total Attrition During Academic Year		92	94

Program Details

The change between 2012 and 2016 for the length of time full-time students need to complete the ADN program is different depending if the program is split into terms or semesters. The average number of terms decreased in the number from 7 to 4.2. The average number of semesters increased slightly from 4.4 semesters to 4.6. The numbers are the same when measured over the last three years: number of terms has decreased between 2012 and 2016, the number of semesters has stayed approximately equal from 2012 to 2016.

ADN Pre-Licensure ENROLLMENT		
	2012 (n=11)	2016 (n=10)
Average Number of Terms to complete program as full-time student	7	4.2
Average Number of Semesters to complete program as full-time student	4.4	4.6
Over last three years, Average Number of Terms to complete program	7	4.6
Over last three years, Average Number of Semesters to complete program	5.1	5

Graduates

The following table shows a dramatic decrease in the number of graduates from ADN programs, across the timing of the school year and across all race/ethnicity groups.

However, the ADN degree numbers reported are not completely accurate. A change in 2016 is that there were co-enrolled graduates, who earned both an associate’s degree from their community college and a bachelor’s degree from the partnering university. In response to questions on the 2016 survey about whether to list co-enrolled students in both categories, participants were verbally advised to list the co-enrolled students in the BSN category only in order to avoid double-counting graduates and creating a falsely-high total number of total graduates. However, the number of ADN degrees awarded is falsely-low as a result

ADN Program GRADUATES			
		2012 (n=11)	2016 (n=10)
Total Number Graduates		450	230
Total Number Graduates by Term/Semester			
	Summer Term/Semester	72	19
	Fall Term/Semester	140	68
	Spring Term/Semester	240	143
Total Number Graduates: Gender			
	Female	388	180
	Male	56	49
Total Number Graduates: Race/Ethnicity			
	American Indian or Alaska Native	17	20
	Asian	4	3
	Black / African American	8	3
	Hispanic / Latino	189	65
	Native Hawaiian / Pacific Islander	0	0
	White	210	108
	Two or more races	6	1
	Other / Unspecified	10	2

Financial Aid

In 2012, survey participants reported that 70% of enrolled ADN students received financial aid during the academic year. In 2016, that number decreased only slightly to 67% of students receiving a combination of financial aid, or support other than NM lottery scholarship AY1112/AY1516.

Pre-Licensure Bachelor of Science in Nursing Programs

In 2016, there were six programs reported to offer a pre-licensure Bachelor of Science in Nursing (BSN) degree, an increase from two programs reported in 2012. The data below is a summary of 2012 and 2016 pre-licensure BSN programs data.

Pre-Licensure BSN APPLICATIONS			
		2012	2016
Total Admission Capacity		192	383
Total Number Qualified Applicants		350	603
Total Number Qualified Applicants: Gender			
	Female	290	512
	Male	60	91
Total Number Qualified Applicants: Race/Ethnicity			
	American Indian or Alaska Native	29	38
	Asian	20	23
	Black / African American	8	32
	Hispanic / Latino	126	275
	Native Hawaiian / Pacific Islander	0	0
	White	163	216
	Two or more races	0	10
	Other / Unspecified	4	9

Admissions

The table below shows the reported total number of students admitted each semester, with the percentage each semester, percentage admitted for gender and student race/ethnicity totals for pre-licensure BSN programs. The numbers reported demonstrate the total number of admitted students increased between 2012 and 2016. While students admitted in both years were predominately female and White, the percentage of Native, Black, and Hispanic students all increased from 2012 to 2016.

Pre-Licensure BSN ADMISSIONS			
		2012	2016
Total Number Admitted		102	382
	Summer Semester	0	21
	Fall Semester	106	213
	Spring Semester	96	148
Total Number Admitted: Gender			
	Female	177	329
	Male	25	53
Total Number Admitted: Race/Ethnicity			
	American Indian or Alaska Native	20	24
	Asian	9	16
	Black / African American	2	23
	Hispanic / Latino	71	166
	Native Hawaiian / Pacific Islander	1	0
	White	97	146
	Two or more races	0	3
	Other / Unspecified	2	3

Enrollment, Transfer, and Attrition

There was an increase in the number of enrolled BSN students between 2012 and 2016. The rate of students transferring from other programs, and reduction of students through attrition also increased.

Pre-BSN ENROLLMENT, TRANSFER, ATTRITION			
		2012	2016
Total Number Enrolled		761	1986
	Summer Semester	93	329
	Fall Semester	332	772
	Spring Semester	336	885
Total Transferred From Another Program		0	8
Total Attrition During Academic Year		8	48

Program Details

The change between 2012 and 2016 for the length of time full-time students needed to complete the BSN program is different depending if the program is split into terms or semester. The average numbers of terms increased between 2012 and 2016, and the average number of semesters decreased.

Pre-Licensure BSN COMPLETION		
	2012	2016
Average Number of Terms to complete program as full-time student	4	5.8
Average Number of Semesters to complete program as full-time student	8	6.2
Over last 3 years, Average Number of Terms to complete program	4	5.0
Over last 3 years, Average Number of Semesters to complete program	8	4.5

Graduates

The following table shows a dramatic increase in the number of graduates from pre-licensure BSN programs, across the timing of the school year and across all race/ethnicity groups.

Pre-Licensure BSN GRADUATES			
		2012	2016
Total Number Graduates		169	251
Total Number Graduates by Term/Semester			
	Summer Term/Semester	0	85

	Fall Term/Semester	87	77
	Spring Term/Semester	82	89
Total Number Graduates: Gender			
	Female	148	217
	Male	21	34
Total Number Graduates: Race/Ethnicity			
	American Indian or Alaska Native	5	7
	Asian	7	10
	Black / African American	9	6
	Hispanic / Latino	57	97
	Native Hawaiian / Pacific Islander	0	2
	White	91	125
	Two or more races	0	0
	Other / Unspecified	0	4

Financial Aid

In 2012, survey participants reported that 68% of enrolled pre-licensure BSN students received financial aid during the academic year. In 2016, that number decreased only slightly to 64.5% of students receiving a combination of financial aid, or support other than NM lottery scholarship AY1112/AY1516.

RN-BSN Bachelor of Science in Nursing Programs

There were six programs reported to offer a post-licensure Bachelor of Science in Nursing (BSN) degree for nurses who possess a registered nursing (RN) license, a decrease from eleven programs reported in 2012. The data below is a summary of 2012 and 2016 RN-BSN program data. There were slight decreases in applications from Hispanic/Latino and White racial/ethnicity categories.

RN-BSN APPLICATIONS			
		2012	2016
Total Admission Capacity		676	275
Total Number Qualified Applicants		272	274

Total Number Qualified Applicants: Gender			
	Female	235	230
	Male	37	44
Total Number Qualified Applicants: Race/Ethnicity			
	American Indian or Alaska Native	12	13
	Asian	10	10
	Black / African American	9	9
	Hispanic / Latino	100	95
	Native Hawaiian / Pacific Islander	0	0
	White	130	126
	Two or more races	0	0
	Other / Unspecified	11	25

Admissions

The table below shows an overall decrease in admissions to RN-BSN programs between 2012 and 2016. More students were admitted in the fall semester in 2016 compared to 2012, as well as, more American/Indian or Alaska Native and “other” racial/ethnic groups. All others decreased between 2012 and 2016.

RN-BSN ADMISSIONS			
		2012	2016
Total Number Admitted		308	228
	Summer Semester	75	31
	Fall Semester	102	120
	Spring Semester	131	77
Total Number Admitted: Gender			
	Female	199	201
	Male	26	27
Total Number Admitted: Race/Ethnicity			
	American Indian or Alaska Native	7	11

	Asian	12	6
	Black / African American	8	6
	Hispanic / Latino	106	85
	Native Hawaiian / Pacific Islander	0	0
	White	162	105
	Two or more races	0	0
	Other / Unspecified	13	14

Enrollment, Transfer, and Attrition

The number of enrolled and transferred students for RN-BSN programs increased between 2012 and 2016. The rate of attrition decreased slightly between the years.

RN-BSN ENROLLMENT, TRANSFER, ATTRITION			
		2012	2016
Total Number Enrolled		1143	1222
	Summer Semester	238	302
	Fall Semester	435	464
	Spring Semester	470	456
Total Transferred From Another Program		0	1
Total Attrition During Academic Year		33	26

Program Details

The change between 2012 and 2016 for the length of time full-time students need to complete the RN-BSN program is different depending if the program is split into terms or semester.

RN-BSN COMPLETION		
	2012	2016
Average Number of Terms to complete program as full-time student	4.5	5.0
Average Number of Semesters to complete program as full-time student	5.3	4.0
Over last three years, Average Number of Terms to complete program	7	6.0
Over last three years, Average Number of Semesters to complete program	5.8	5.6

Graduates

The number of RN- BSN students increased in all categories between 2012 and 2016.

RN-BSN GRADUATES			
		2012	2016
Total Number Graduates			
Term/Semester		112	191
	Summer Term/Semester	12	31
	Fall Term/Semester	31	95
	Spring Term/Semester	69	65
Total Number Graduates: Gender			
	Female	104	161
	Male	16	27
Total Number Graduates: Race/Ethnicity			
	American Indian or Alaska Native	4	7
	Asian	6	13
	Black / African American	3	5
	Hispanic / Latino	36	67
	Native Hawaiian / Pacific Islander	0	0
	White	70	87
	Two or more races	0	3
	Other / Unspecified	1	6

Financial Aid:

In 2012, survey participants reported that 34% of enrolled RN- BSN students received financial aid during the academic year. In 2016, that number increased to 39.8% of students receiving a combination of financial aid, or support other than NM lottery scholarship AY1112/AY1516.

Master of Science in Nursing Programs

In 2016, there were three programs reported to offer a Master of Science in Nursing (MSN) degree, an increase from two programs reported in 2012. The data below is a summary of 2012 and 2016 MSN program data. The overall number of applications for all categories of MSN students increased between 2012 and 2016, with the exception of the White category of race/ethnicity.

MSN APPLICATIONS			
		2012	2016
Total Admission Capacity		112	134
Total Number Qualified Applicants		139	149
Total Number Qualified Applicants: Gender			
	Female	122	126
	Male	17	23
Total Number Qualified Applicants: Race/Ethnicity			
	American Indian or Alaska Native	8	9
	Asian	1	9
	Black / African American	7	12
	Hispanic / Latino	39	43
	Native Hawaiian / Pacific Islander	0	1
	White	81	73
	Two or more races	2	1
	Other / Unspecified	1	1

Admissions

Admissions for the MSN degree between 2012 and 2016 increased in all categories with the exception of slight decreases in Hispanic/Latino and White racial/ethnicity categories.

MSN ADMISSIONS			
		2012	2016
Total Number Admitted		90	101
	Summer Semester	40	57
	Fall Semester	24	18

	Spring Semester	26	26
Total Number Admitted: Gender			
	Female	78	87
	Male	12	14
Total Number Admitted: Race/Ethnicity			
	American Indian or Alaska Native	6	9
	Asian	1	7
	Black / African American	3	9
	Hispanic / Latino	29	25
	Native Hawaiian / Pacific Islander	0	1
	White	49	48
	Two or more races	1	1
	Other / Unspecified	1	1

Enrollment, Transfer, and Attrition

The number of enrolled students in MSN programs decreased between 2012 and 2016, as did the attrition rate.

MSN ENROLLMENT, TRANSFER, ATTRITION			
		2012	2016
Total Number Enrolled		589	461
	Summer Semester	185	138
	Fall Semester	201	171
	Spring Semester	203	152
Total Attrition During Academic Year		9	3

Program Details

The change between 2012 and 2016 for the length of time full-time students need to complete the MSN program is different depending if the program is split into terms or semester. There was a decrease in number of terms and an increase in number of semesters to complete the MSN programs.

MSN COMPLETION		
	2012	2016
Over last three years, Average Number of Terms to complete program	7	6
Over last three years, Average Number of Semesters to complete program	7	13

Graduates

There was a decrease in total number of MSN graduates across the categories between 2012 and 2016, with the exception of American Indian/Alaska Native students, that increased from 0 to 1.

MSN GRADUATES		
	2012	2016
Total Number Graduates	89	55
Total Number Graduates Term/Semester		
Summer Term/Semester	21	3
Fall Term/Semester	14	18
Spring Term/Semester	54	34
Total Number Graduates: Gender		
Female	78	49
Male	11	7
Total Number Graduates: Race/Ethnicity		
American Indian or Alaska Native	0	1
Asian	4	1
Black / African American	3	0
Hispanic / Latino	24	15
Native Hawaiian / Pacific Islander	0	0
White	57	38
Two or more races	0	0
Other / Unspecified	1	0

Financial Aid:

In 2012, survey participants reported that 34% of enrolled MSN students received financial aid during the academic year. This data was not collected for MSN students in 2016.

Doctoral Degree Programs

In 2016, two programs offering a doctoral degree, either the research-focused PhD or the practice-focused DNP, the same number reported in 2012. The data below is a summary of 2012 and 2016 doctoral degree programs data. Overall, the admission numbers for doctoral programs decreased between 2012 and 2016, with the exception of the White category of racial/ethnicity groups.

Doctoral Degree APPLICATIONS			
		2012	2016
Total Admission Capacity		42	37
Total Number Qualified Applicants		44	37
Total Number Qualified Applicants: Gender			
	Female	38	32
	Male	6	5
Total Number Qualified Applicants: Race/Ethnicity			
	American Indian or Alaska Native	1	1
	Asian	3	0
	Black / African American	4	2
	Hispanic / Latino	10	7
	Native Hawaiian / Pacific Islander	0	0
	White	25	27
	Two or more races	0	0
	Other / Unspecified	1	0

Admissions

Doctoral program admissions saw overall increases between 2012 and 2016. Admissions for all racial/ethnicity groups decreased except White.

Doctoral Degree ADMISSIONS			
		2012	2016
Total Number Admitted		31	33
	Summer Semester	16	13
	Fall Semester	12	20
	Spring Semester	3	0
Total Number Admitted: Gender			
	Female	27	28
	Male	4	5
Total Number Admitted: Race/Ethnicity			
	American Indian or Alaska Native	1	0
	Asian	1	0
	Black / African American	3	2
	Hispanic / Latino	8	7
	Native Hawaiian / Pacific Islander	0	0
	White	17	24
	Two or more races	0	0
	Other / Unspecified	1	0

Enrollment, Transfer, and Attrition

Doctoral programs experienced increases in enrollment between 2012 and 2016, in addition to a slight increase in attrition.

Doctoral Degree ENROLLMENT, TRANSFER, ATTRITION			
		2012	2016
Total Number Enrolled		268	414
	Summer Semester	84	140
	Fall Semester	92	146
	Spring Semester	92	128
Total Attrition During Academic Year		3	4

Program Details

The change between 2012 and 2016 for the length of time full-time students need to complete the doctoral degree program is different depending if the program is split into terms or semester. It took longer for doctoral students to complete their degree program whether their program operated on terms or semesters.

Doctoral Degree COMPLETION		
	2012	2016
Over last three years, Average Number of Terms to complete program	13	14
Over last three years, Average Number of Semesters to complete program	5	10

Graduates

All doctoral programs reported increases in the number of doctoral program graduates between 2012 and 2016. All categories increased their graduates, with the exception of Black doctoral students, which decreased from 1 to 0.

Doctoral Degree GRADUATES			
		2012	2016
Total Number Graduates		5	23
Total Number Graduates Term/Semester			
	Summer Term/Semester	1	6
	Fall Term/Semester	2	9
	Spring Term/Semester	2	8
Total Number Graduates: Gender			
	Female	5	22
	Male	0	1
Total Number Graduates: Race/Ethnicity			
	American Indian or Alaska Native	0	0
	Asian	0	0
	Black / African American	1	0

	Hispanic / Latino	0	7
	Native Hawaiian / Pacific Islander	0	0
	White	4	16
	Two or more races	0	0
	Other / Unspecified	0	0

Financial Aid

In 2012, survey participants reported that 34% of enrolled Doctoral students received financial aid during the academic year. In 2016, that number increased to 50% of students receiving a combination of financial aid, or support other than NM Lottery scholarship AY1112/AY1516.

Conclusions

In 2012, it was concluded that, with the University/Community College partnerships developed through the statewide NMNEC initiative, 'the number of BSN nurses should increase' (Survey of Publicly Funded, Accredited Nursing Colleges in New Mexico, 2014). In 2016, we see the numbers of both pre-licensure BSN degrees and RN--BSN degrees awarded did increase. In 2016, three of the NMNEC University/Community College partnerships had pre-licensure graduates in 2016. There are additional NMNEC University/Community College partnerships who graduated their first pre-licensure students in 2017 or will in 2018. In addition, there are schools starting their implementation of the NMNEC curriculum and NMNEC University/Community College partnerships in 2017 or 2018. With the addition of these University/Community College partnerships, it is expected that the number of pre-licensure BSN degrees awarded will continue to grow.

While the 2016 data reflects that there were decreased numbers of ADN graduates in 2016, it is important to recognize that ADN/BSN co-enrolled graduates are included in the pre-licensure BSN data only. If this survey is repeated, clarity will be needed on how to track the co-enrolled ADN/BSN graduates in relation to both ADN and BSN graduate rates.

In 2012, an expectation that the diversity of BSN nurses would increase in New Mexico with NMNEC offering pre-licensure BSN degrees at more locations around the state was also reported. In 2016, no significant changes in diversity of pre-licensure BSN nurses was noted but of the three University/Community College partnerships with graduates in 2016, two were in locations considered 'urban' (Albuquerque, Santa Fe) with only one considered 'rural' (Hobbs). Of the University/Community College partnerships that had not yet had graduates by 2016 or were just getting started, all are located in settings that are considered 'rural' (Farmington, Taos, Gallup, and Las Vegas). It is hopeful that NMNEC offering pre-licensure BSN degrees at more locations around New Mexico will positively impact the increase of diversity of pre-licensure BSN nurses. However, it may be time to look at other ways of increasing diversity.

Finally, it is important to recognize that there was an increase in the number of doctoral degrees awarded in New Mexico in 2016. Since 2012, two institutions have started awarding the Doctorate of Nursing Practice (DNP) degree and that has created more opportunities for nurses to obtain a doctoral degree in New Mexico. There was a significant rise in the number of nurses with Hispanic / Latino ethnicity obtaining a nursing doctoral degree in 2016. This needs further observation to see if this trend continues.

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Addendum

Additional Questions Added in 2016

At the request of the NMNEC Leadership Council, questions related to both program evaluation and faculty evaluation were added in 2016. These questions are not officially part of the Academic Survey. The results are intended to provide baseline information on what is currently being done for program evaluation by individual nursing schools.

Standards Used to Measure Student Satisfaction	
EBI Student Exit Survey	4
EBI Alumni Survey	1
Student Satisfaction Survey Developed By Program	12
Do Not Use EBI Student or Alumni Surveys or Program Specific Student Satisfaction Survey	1
Other:	
Own Alumni Satisfaction Survey	1

Use of Employer Satisfaction Survey	
Yes	13
No	2

What Type of Employer Satisfaction Survey Used	
Self-Developed Questionnaire	12
EBI Student Employer Survey	1

Standardized Tests to Measure Student Progression	
Kaplan	4
ATI	7
HESI	6
None	3

If Using a Standardized Test to Measure Student Progression, What Benchmark Used to Measure Satisfactory Student Progression	
HESI Exit Exam: 850	2
HESI Exit Exam: 900	2
National Mean	1
999	1
Kaplan Predictor: 62 or higher	2
Varies Depends on semester and level	2

How Does Your Program Evaluate Student Success?	
Student Graduates from Program with their entering cohort	10
Student Passes Standardized Exam before Graduation (HESI, ATI, Kaplan, etc.)	8
Student passes NCLEX: 1 st attempt	13
Student passes NCLEX: 2 nd attempt	1
Track Student Employment	8
Other:	
Graduate in 150% of Expected Time	2
Survey	1

Are Currently Using Standardized Commercial Testing Products for any of the Following?	
Entrance	13
Progression	6
Exit	11
Do Not Use	2

Currently Use Student Evaluations of Faculty in Your Program's Internal Evaluations?	
Yes	15
No	0

What Type of Student Evaluations of Faculty are Used?	
Standardized Service	2
Self-developed Evaluation Used Only For Your Program	5
Institution-wide Evaluation Used Across Different Programs	11

Currently Use Faculty Evaluations of Curriculum in Your Program's Internal Evaluations?	
Yes	10
No	5

What Type of Faculty Evaluations of Curriculum are Used?	
Standardized Service	0
Self-developed Evaluation Used Only For Your Program	6
Institution-wide Evaluation Used Across Different Programs	1
Other	
Course Reports	1
Team Meetings by Level and Standard 4: Curriculum ACEN	1
...Ongoing Evaluation During Faculty and Curriculum Committee Meetings	1

Currently Use Faculty Peer Review in Your Program's Internal Evaluations?	
Yes	7
No	8

What Type of Faculty Peer Review is Used?	
Standardized Service	1
Self-developed Evaluation Used Only For Your Program	3
Institution-wide Evaluation Used Across Different Programs	2
Other	
...Classroom Observation	1

Would your Program Support Exploring the Use of a Single Standardized Testing Service to be Used by all Consortium Programs?	
Yes	11
No	4

Summary of Program Evaluation Survey Questions

In summary, these results support that Student Satisfaction is evaluated in each school primarily with their own student satisfaction survey. Employer Satisfaction is also tracked primarily with the use of a self-developed questionnaire.

Standardized testing is used by most programs to measure student progression but there is little consistency in what benchmark scores are used to measure satisfactory student progression.

Student Success is evaluated primarily by length of time the student takes to graduate and success on the first NCLEX attempt.

In 2016, standardized commercial testing products were used by most schools for entrance and exit of nursing programs with only two schools not using standardized commercial testing products.

Student evaluations of faculty are used by every school as part of their internal program evaluations with an institution wide evaluation that is used across different programs being the most commonly used type of faculty evaluations by students.

Two-thirds of schools reporting using faculty evaluations of curriculum as part of their internal program evaluations with various methods of how faculty evaluation of curriculum reported.

Faculty peer review is being used as part of internal program evaluation by just under half of the schools reporting.

Finally, in response to a very NMNEC-specific question about potential interest in the use of a single standardized testing service by all consortium programs, 73% (11 of 15) responded affirmatively with 27% (4 of 15) responding in the negative. What is not known is how many NMNEC schools are reflected in each of the responses.