

The Health Care Foundation of Greater Kansas City

The REACH Healthcare Foundation

Improving Health and Health Care: a Bi-State Investment in Nursing

Environmental Scan

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Introduction

This Environmental Scan was commissioned by the Health Care Foundation of Greater Kansas City and the REACH Healthcare Foundation as part of their three-year project, *Improving Health and Health Care: a Bi-State Investment in Nursing*. The Environmental Scan investigates the growing nursing shortage in the region and will be used to identify opportunities to reverse the trend.

The Health Care Foundation of Greater Kansas City and the REACH Healthcare Foundation are dedicated to improving access and quality of health for medically indigent and underserved individuals and communities in Kansas City, Missouri and a six county service area in Kansas (Allen, Johnson, Wyandotte) and Missouri (Cass, Jackson, Lafayette). The *Bi-State Investment in Nursing* project will address the implications of the shortage for the community as a whole with specific attention to the needs of the safety net providers.

This report documents the first phase of the Environmental Scan. It examines the current and projected supply and demand for nurses; identifies the demographic trends and conditions that impact the shortage; reviews the existing initiatives in this region that address the nursing shortage; and provides detailed information on the two- and four-year educational institutions that grant nursing degrees in the region.

These findings are based on secondary sources, interviews with and data from 22 colleges and universities that grant nursing degrees and other organizations that are stakeholders in the nursing shortage.

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Overview

This report is divided into six sections. The first section, Measuring the Shortage, uses secondary data to estimate the magnitude of the shortage in Kansas City. The second section, Trends and Conditions, explores key demographic trends and conditions that impact the shortage. The third section, Educational Pipeline, focuses on the nursing schools in the region, examining enrollment and graduation trends, capacity issues, and data on both students and faculty. The fourth section, Widening the Pipeline, provides an overview of the general strategies and specific initiatives being used to increase the supply of nurses in Kansas City. Finally, the fifth section, Next Steps, lists opportunities, recommendations for decision criteria, and suggestions for further study. The Appendix includes a list of two-year and four-year colleges and universities in this region that offer nursing degrees.

In this document, the term “Kansas City region” refers to the communities served by the two foundations: Kansas City, Missouri and a six county service area in Kansas (Allen, Johnson, Wyandotte) and Missouri (Cass, Jackson, Lafayette). The data that references the Kansas City Metropolitan Statistical Area (MSA) includes 15 counties: the Kansas counties Franklin, Johnson, Leavenworth, Linn, Miami, and Wyandotte and the Missouri counties Bates, Caldwell, Cass, Clay, Clinton, Jackson, Lafayette, Platte, and Ray.

Measuring the Shortage

The Shortage Today

In the Kansas City Metropolitan Statistical Area, health care providers employ 19,080 registered nurses, 4,720 licensed practical nurses, and 10,540 nursing aides, orderlies, and attendants.¹ Many of the major employers of nurses report difficulty in filling their openings.

Hospitals have a 9.4 percent vacancy rate for registered nurses.

Hospitals in the Kansas City area had a vacancy rate of 9.4 percent for registered nurses in 2006. Retention is also a concern with a turnover rate of 13.3 percent for 2006. This is based on the responses of 35 hospitals on both sides of the state line to a 2007 survey by the Missouri Hospital Association.²

Long-term care is struggling to find enough licensed practical nurses and registered nurses.

Long-term care facilities employ the greatest number of licensed practical nurses in the region and are experiencing a shortage of these employees as well as registered nurses. Betty Freeman-Boots, vice president of human resources at John Knox Village, the largest long-term care provider in the region, reports that long-term care providers are struggling to find nurses to fill their vacancies. This year, John Knox Village has resorted to recruiting nurses from South Korea to provide care for their patients.³

Home health care is concerned about the future supply of registered nurses.

Home health care is not currently experiencing significant problems in hiring and retaining nurses. Richard Roberson, CEO of the Visiting Nurse Association, the largest home health agency in the region, is concerned about the future supply of registered nurses for home health.⁴ The traditional path to a home health nursing career is to become a registered nurse, work in a hospital for several years to develop skills and gain experience, and then go into home health care. The growing shortage could impact this pipeline.

Safety net clinics need additional nurse practitioners.

Safety net clinics rely on nurse practitioners as part of their primary care team. Sharon Lee, MD, medical director of Southwest Boulevard Family Health Care and chair of the Wyandotte County Safety Net Clinic Coalition, reports that the safety net clinics she works with are all looking for at least one additional nurse practitioner.⁵

The Future Shortage

The latest national projections from the U.S. Bureau of Labor Statistics indicate that more than 1.2 million new and replacement registered nurses will be needed by 2015.⁶ The Health Resources and Services Administration (HRSA), an agency of the U.S. Department of Health and Human Services, predicts a national shortage of over one million nurses by 2020 if current trends continue.⁷

The nursing shortage is a function of the demand and supply for nurses. HRSA uses two different models to calculate demand and supply for its projections. The demand model incorporates per capita health care use, population projections, trends in the health care market, economic conditions, patient acuity, and nurse staffing intensity equations. The supply model incorporates new graduates, location and employment patterns, and separations for the nurse workforce.⁸

HRSA has not developed specific projections for Kansas City. The HRSA projections for Missouri and Kansas provide reference points for estimating the magnitude of the shortage in this region. Exhibits 1-4 were developed using HRSA supply and demand data.⁹

Exhibit 1. KS Projected FTE RN Supply, Demand, and Shortages

Kansas	2000	2005	2010	2015	2020
Supply	20,600	21,600	22,100	21,800	21,100
Demand	20,200	21,500	23,100	24,900	27,000
Shortage	400	100	(1,000)	(3,100)	(5,900)
Supply ÷ Demand	102%	100%	96%	88%	78%
Demand Shortfall	0	0	4%	12%	22%

Kansas
From 2005 to 2020
supply will be down 2.3
percent but demand will
be up 25.6 percent.

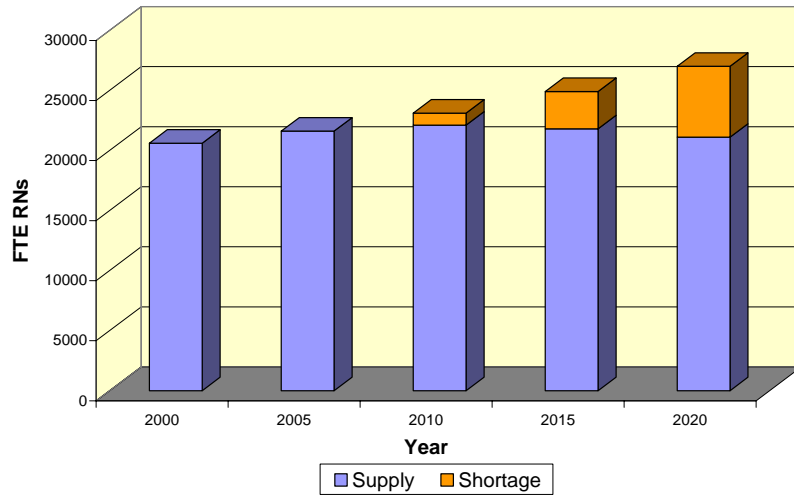
Exhibit 2. MO Projected FTE RN Supply, Demand, and Shortages

Missouri	2000	2005	2010	2015	2020
Supply	44,400	45,600	45,700	44,200	42,800
Demand	51,600	54,900	58,600	63,100	68,200
Shortage	(7,200)	(9,300)	(12,900)	(18,900)	(25,400)
Supply ÷ Demand	86%	83%	78%	70%	63%
Demand Shortfall	14%	17%	22%	30%	37%

Missouri
From 2005 to 2020
supply will be down 6.1
percent but demand will
be up 24.2 percent.

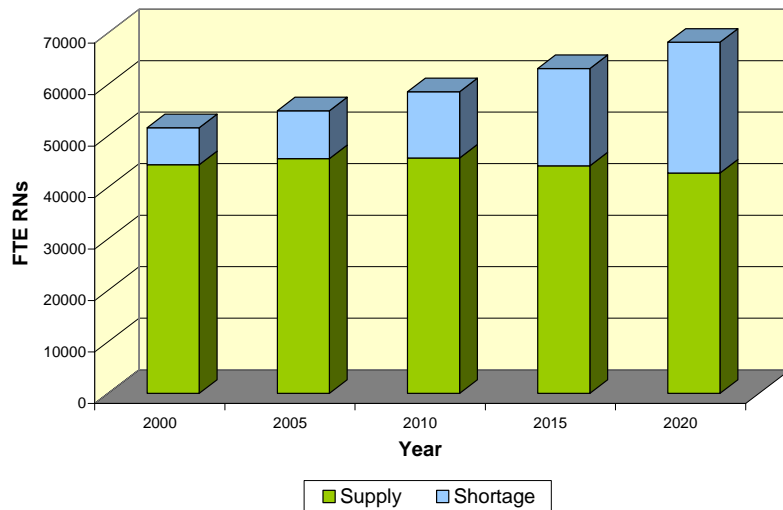
Kansas is initially in better shape than most states. By 2010, employers will start to experience the magnitude of the shortage.

Exhibit 3. Projected Kansas FTE RN Shortages, 2000 to 2020



Missouri is already feeling the impact of the nursing shortage, which will intensify throughout the next decade.

Exhibit 4. Projected Missouri FTE RN Shortages, 2000 to 2020



The effect of the nursing shortage on patient care is well documented nationally. In hospitals, 93 percent of the registered nurses report major problems with having enough time to maintain patient safety, detect complications early, and collaborate with other team members.¹⁰

As early as 2002, the Joint Commission on Accreditation of Healthcare Organizations found that 90 percent of long-term care facilities don't have enough nurses to provide the most basic care.¹¹

The shortage of registered nurses negatively impacts patient care and undermines the quality of care goals set by the Institute of Medicine and the National Quality Forum.¹²

Numerous other studies have cited the correlations between low nursing staff levels and reports of negative patient outcomes (deaths and injuries), particularly regarding surgical patients.¹³

Alleviating the nursing shortage requires changing demand or supply, or both. Decreasing the demand for nurses would primarily require changing the demand for health care services or changing the roles of nurses in the delivery of health care. Increasing the supply of nurses would require widening the pipeline of nurses entering the profession, developing new career ladders, or improving the retention of nurses in the workforce.

Trends and Conditions

This section examines the key demographic trends as well as conditions that impact the demand and supply of nurses in this region. While societal, economic, and technological trends all influence the shortage of nurses, the most pronounced changes are a result of demographic shifts.

Aging Baby Boomers

Stressing the health care system:

- 1. needs of aging baby boomers*
- 2. retirement of nurses*
- 3. fewer potential workers to replace them*

As baby boomers age, there will be more people in the age group that consumes the most health care and fewer persons in the general workforce pool. In 2000, the nationwide ratio of persons over the age of 65 to those of workforce age (18-64) was 1 person over the age of 65 for every 5.8 persons in the workforce age group. By 2020, that ratio will be 1 person over the age of 65 for every 2.1 persons in the workforce age group.¹⁴ The increased demand for health care services coupled with fewer people in the general workforce pool creates an imbalance that can lead to a serious nursing shortage.

The average age of the current nursing workforce is another cause for concern. By 2015, over half of the current registered nurses will be retired.¹⁵ The Missouri Board of Nursing calculates the average age of nurses in each county in Missouri. The average age of registered nurses in Cass, Jackson, and Lafayette counties is similar to the state average of 46.5. The average age of licensed practical nurses in these counties is 46.6, higher than the state average of 44.7.¹⁶ Both states report that the average age is steadily increasing.¹⁷

One of the many factors contributing to the older workforce is the trend of students starting nursing school later than in past decades. Some of the schools in the Kansas City region report the average age of their new students is late 20's to early 30's. When graduates enter the workforce, they do so at an older age.

David I. Auerbach and his colleagues have noted that the HRSA supply models do not fully account for the trend of older students and interest from different segments of the workforce. This could lessen the impact of the projected shortage. Even taking this additional source of nurses into account, Auerbach still expects the current shortage to increase three times the current rate over the next 13 years.¹⁸

Exhibits 5 and 6 display the age distributions of licensed practical nurses and registered nurses in Kansas and Missouri based on data from the Kansas and Missouri state boards of nursing.¹⁹

*Age distributions
for both states*

*Retirements in the
next 15 years will
drain the supply of
nurses.*

Exhibit 5

LPN and RN Licensed Population by Age, Kansas, 2006

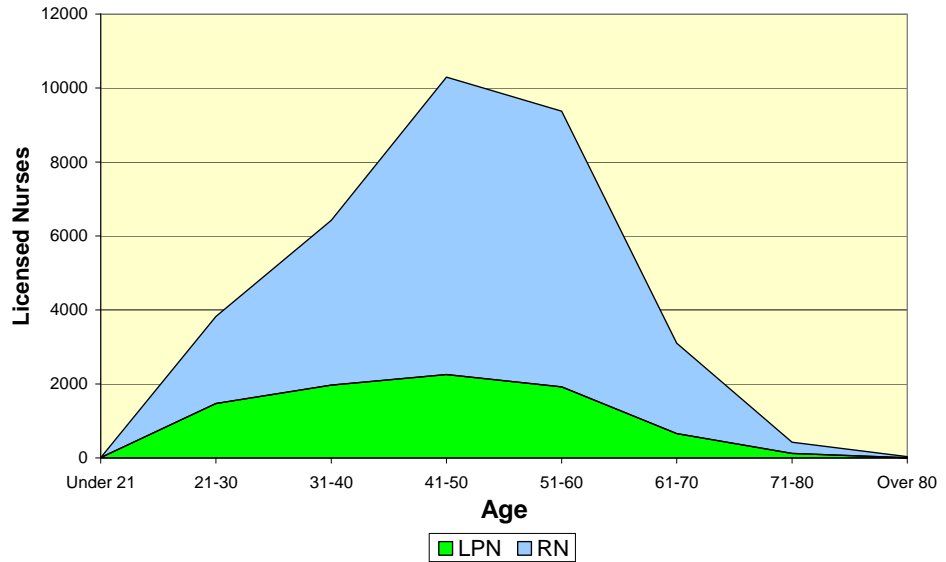
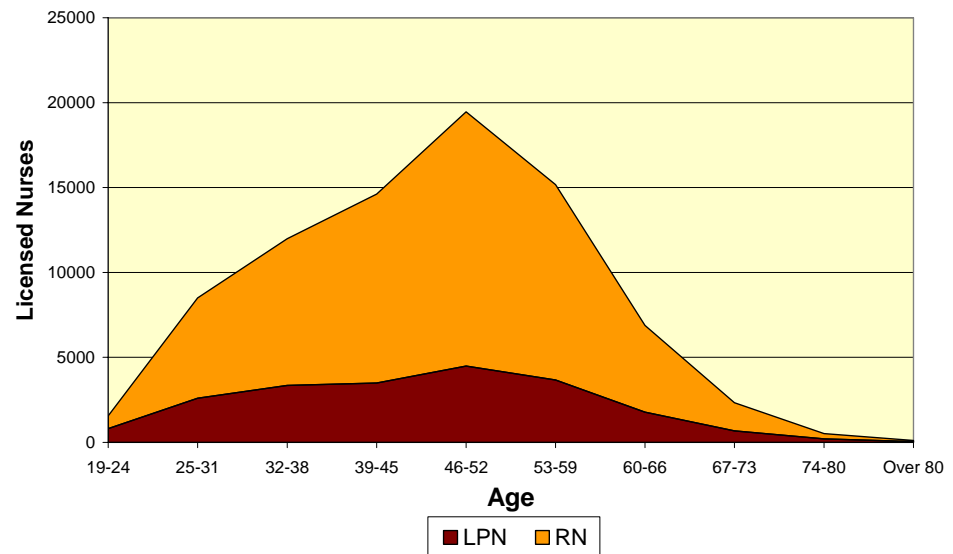


Exhibit 6

LPN and RN Licensed Population by Age, Missouri, 2006



*Exhibits 5 and 6
were developed with
data from Kansas
State Board of
Nursing and
Missouri State
Board of Nursing.*

Dissatisfied nurses will exit the profession. Shortages create an unhealthy work environment.

Attrition

In addition to retirement, attrition will be another drag on the supply side. With an increased demand for health care services and fewer workers, many in the current workforce will become dissatisfied with the dynamics of the work environment.²⁰ Less time with each patient increases the chances for negative patient outcomes, a situation that wears on caregivers. Not only will some of the current workforce leave the profession, they will advise aspiring nurses to go into other careers.

Diversity

Another demographic change relevant to the nursing shortage is the increase in ethnic diversity in the general population. Despite the need for more nurses, minorities continue to be underrepresented in the nursing profession.

In the Kansas City Metropolitan Statistical Area, approximately 19 percent of the general population are either racial or ethnic minorities.²¹ The Kansas and Missouri state boards of nursing do not publish county or regional statistics on race and ethnic background of nurses.

Minorities are largely absent from the nursing workforce nationwide. According to HRSA, 10.6 percent of all RNs in the United States represent racial or ethnic minorities.²²

Today's nursing students do not mirror the general population.

Local nursing schools agree that racial and ethnic minorities and males are underrepresented in their schools. A lack of diversity in the educational pipeline leads to a lack of diversity in the Kansas City nurse workforce. Attracting more men and minorities to the profession could help solve the situation that will be created by fewer people in the overall workforce.

The percentage of underrepresented students in Kansas City nursing schools provides some insight on underrepresented populations in the nursing workforce. During the interviews with nursing school administrators, 17 schools provided data on underrepresented students in their LPN and RN programs. Exhibits 7 and 8 display the responses from the schools that reported data.

**Exhibit 7. Kansas City Region
Underrepresented Students in LPN and RN Programs
Racial and Ethnic Minority Students
includes international students**

Number of schools	Percent of racial/ethnic minority students
1	less than 5 %
3	5 - 9 %
7	10 - 19 %
4	20 - 29 %
2	30+ %

The data includes international students which increases the percentage of students who are classified as racial/ethnic minorities at some schools. One school noted that 25 percent of their nursing school enrollments are international students.

Several schools also noted that the percentage of students who are minorities is lower in graduate programs than in the undergraduate programs.

Women, who slightly outnumber men in the general population, continue to dominate the nursing workforce. HRSA reports that nationwide only 5.7 percent of nurses are men.²³ Exhibit 8 illustrates the number of male students reported by Kansas City nursing schools.

The majority of the schools noted that ethnic and racial minorities and males in their programs tend to have higher attrition rates than other nursing students.

**Exhibit 8. Kansas City Region
Underrepresented Students in LPN and RN Programs
Male Students**

Number of schools	Percent of male students
0	less than 5 %
7	5 - 9 %
10	10 - 19 %
0	20 - 29 %
0	30+ %

Educational Pipeline

This section examines the nursing schools that serve the Kansas City region. Interviews were conducted with administrators at 22 nursing schools that are either located in Kansas City or have a large percent of their students accept jobs in the Kansas City region upon graduation. The names of the administrators are included in the Appendix – School Profiles.

Capacity Issues

Efforts to encourage more people to become nurses will do little good if they cannot get into nursing school.

Despite the growing need for nurses, colleges and universities are turning away qualified applicants. According to the American Association of Colleges of Nursing (AACN), U.S. nursing schools did not admit 42,866 qualified applicants to baccalaureate and graduate nursing programs in 2006 due to insufficient number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints.²⁴

Several schools were not able to admit over 70 percent of their qualified applicants.

In this region, qualified students are also being rejected by nursing schools. In the local school interviews, 20 administrators indicated that they turned away qualified undergraduate candidates for the current academic year. On one end of the continuum are schools that accept all but only a few minimally qualified applicants. On the other end of the continuum are schools that do not have room to accept over 70 percent of the qualified applicants. The newer nursing programs tend to have the most available spaces. Community colleges and public universities, those institutions with the lowest tuition rates, report being unable to accept significant numbers of qualified students in their undergraduate programs. Since many of the individuals seeking admission apply to more than one school, there is no accurate total number of students who are not accepted into any school. Also, students who do not get into a program may wait and reapply in the next admission period.

How many qualified applicants do not get into any nursing programs? Many applicants rejected by one school are admitted at another.

When asked to list what factors make it difficult to sustain their current enrollment or expand their enrollments, local nursing school administrators point to the same five barriers identified by the AACN. At the undergraduate level, the number one and two problems are a faculty shortage and clinical site availability. At the graduate level, the shortage of clinical preceptors and clinical sites are the predominant problems.

The faculty shortage is the number one problem for sustaining and increasing enrollments.

Factors contributing to the faculty shortage include the number of faculty expected to leave the education field and a lower ratio of graduate nursing students choosing education. The national average

age for nursing school faculty is 53-54 years old.²⁵ Of the 20 local schools that provided statistics, most follow the national trend: Nine schools expect to have over half of their full-time faculty retire in the next ten years. Three of the schools expect to lose over 70 percent of their full-time faculty in that ten-year period.

**Exhibit 9. Kansas City Region
Age of FT Faculty at Nursing Schools**

Number of schools	Average age of faculty
2	55+
8	50-54
7	45-49
3	less than 45

The newer nursing programs tend to have the youngest faculty.

When a school is unable to fill all of its teaching positions, it often increases the workload of current faculty. The scheduling demands of evening/weekend programs and a heavier workload are two factors that can lead to faculty attrition.

The pay differential is a major deterrent for nurses considering a faculty career.

Nurses with graduate degrees are frequently pursuing practice in other areas of nursing. The type of work, pay differential, and lifestyle choices factor into these decisions. A 2006 survey by *The Nurse Practitioner* found that a master's prepared nurse earns an average of \$72,480 as a nurse practitioner, but only \$58,249 as an associate professor.²⁶

Schools who cannot find clinical sites for their students are forced to reduce planned enrollment increases.

Even if a nursing school is able to fill its faculty positions, it faces another significant hurdle in finding clinical sites. Finding hospitals that can accommodate students for the clinical experiences that are required for practical nurse and registered nurse degrees has become a serious problem. The addition of new nursing programs and increased enrollments at the other schools are pushing the limits of the traditional clinical model at the hospitals in this region. At the graduate level, growth in student enrollments is constrained by the need to find hospital preceptors and sites for practicum experiences.

Ethnic minority and male faculty serve as role models for students.

Half of the nursing schools have no underrepresented minorities or males on their full-time faculty.

Underrepresented Minority and Male Faculty

Many of the administrators interviewed said their faculty does not have adequate representation by men and minority nurses. Encouraging more men and minorities to become faculty would help address the faculty shortage and create role models for underrepresented students. Exhibit 10 displays the demographics of full-time faculty at 20 nursing schools in the region. This does not include part-time and adjunct faculty members.

**Exhibit 10. Kansas City Region
FT Faculty
Underrepresented Minorities and Men**

Number of schools	Underrepresented faculty
10	0
3	1 - 10 %
5	11 - 25 %
2	25 + %

Nursing Degrees

The following section provides a snapshot of the nursing schools, their student enrollments, graduates, and information relevant to the shortage. This report only includes data from the schools in this region. Some nurses enroll in online bridge and graduate programs offered by schools outside the area such as the University of Phoenix. In addition to the two- and four-year colleges and universities in this region, vocational schools and other organizations provide training to be a certified nurse aide or licensed practical nurse.

Enrollments

Specific data on nursing school enrollments and graduations begins on page 20. In some cases, direct year-to-year comparisons are complicated by the fact that several programs only admit students in alternating years to their evening/weekend option.

In the past three years, enrollments have increased in the LPN, ADN, BSN, and graduate programs. At the LPN level, increased enrollments are due to new programs as well as changes in existing programs. Two schools have started LPN programs, a community college added an evening/weekend LPN option, and several existing LPN programs have increased the number of students they admit. Schools in the region report that new student enrollments in LPN programs increased

Enrollments are up in LPN, ADN, BSN, and graduate programs in Kansas City.

nearly 15 percent between 2003-04 and 2006-07. Schools project the increase between 2003-04 and 2008-09 to be approximately 37 percent.

At the ADN level, enrollment is up as a result of existing programs increasing their enrollments; the addition of an evening/weekend option at a community college; and the start of two new nursing school programs. Another new program is waiting for approval by the state board. New student enrollments in ADN programs, including LPN to RN bridge programs, increased nearly 43 percent between 2003-04 and 2006-07. Schools project the increase between 2003-04 and 2008-09 to be almost 88 percent.

For the BSN degree, the majority of the schools have increased their enrollments. There is one new program and an accelerated option program is pending approval by the state board. New student enrollments in BSN programs increased approximately 24 percent between 2003-04 and 2006-07. Schools project the increase between 2003-04 and 2008-09 to be nearly 48 percent.

At the graduate level, enrollments are up with schools increasing the number of online programs and two new DNP programs.

The number of MSN students is up over 50 percent since 2003-04 and is projected to increase 75 percent between 2003-04 and 2008-09. The growth in doctoral programs will come with the new DNP degree. There were 11 nurses in PhD programs in 2003-04. Projections are for 58 doctoral students in 2008-09 with 23 students in PhD program and 35 students in the DNP programs.

Graduates

The increase in enrollments results in more nurses entering the workforce. Since schools and programs vary in the length of time to graduate, there is not a direct, overall comparison between increases in enrollment and graduations.

Last year, the academic year 2005-2006, local schools graduated over 450 students in LPN programs. The schools project 466 graduates for 2006-2007 and 656 for 2007-2008.

The number of graduates from RN programs, both ADN and BSN programs, is 985 for the 2005-2006 academic year. Projections are 1,041 and 1,254 for the next two years. This represents new RNs entering the workforce, and does not include the RNs in the ADN to BSN completion programs or those in the RN Refresher program.

Financial and personal responsibilities often impact academic performance.

Racial and ethnic minorities and male students have higher attrition rates than other nursing students.

Attrition

With the increase in enrollments, schools want to achieve solid retention and graduation rates.

Nursing schools use different methods for tracking student attrition so comparisons and aggregation of data is not appropriate. Most schools closely watch academic progress and intervene when they notice a student's performance slipping. Interventions range from one-on-one tutoring and group study sessions to study skills programs and referrals for additional assistance. LPN and ADN programs typically have higher attrition rates than BSN and graduate programs. The top reasons given for students leaving the program at the undergraduate level are academic performance, financial reasons, and life/personal issues. Finances and life/personal issues often lead to academic problems. Personal responsibilities and the pressure of supporting themselves keep many students from devoting the time needed for academic success.

The majority of the schools noted that ethnic and racial minorities and males in their programs tend to have higher attrition rates than other nursing students.

Articulation

Both Kansas and Missouri have adopted articulation plans to promote educational mobility for basic nursing programs. The Kansas Statewide Articulation Plan focuses on two models:

1. Practical Nurse to Associate Degree in Nursing
2. Associate Degree in Nursing to Bachelor of Science in Nursing

The Missouri Articulation Plan includes three models:

1. Practical Nurse to Associate Degree/Diploma
2. Associate Degree/Diploma to Baccalaureate Degree
3. Baccalaureate Degree to Masters in Nursing

In both states, the articulation plans are voluntary, not mandatory.

When students want to transfer college credit and there is no applicable articulation plan, the school reviews each student on a case-by-case basis.

The next section provides an overview of the different programs and degrees, including enrollment and graduation statistics. Exhibit 11 on page 17 illustrates the schools and programs/degrees available.

Exhibit 11

Colleges and Programs/Degrees

Key:
 traditional
 online
 half online
 evenings weekends

Two colors indicates both options are available.

COLLEGE	PROGRAMS/DEGREES																									
	CNA	LPN	LPN to RN	ADN	RN to BSN	BSN	BSN Accelerated	RN refresher	A/G CNS	ANP	FNP	NNP	PMHNP	PNP	WHNP	PHN	N Midwife	N Educator	N Executive	N Leader	Org Leader	HC Admin	Informatcs	PhD	DNP	
Avila University																										
Brown Mackie College																										
Colorado Technical University ¹																										
Concorde Career College ²																										
Graceland University																										
Johnson County Community College																										
Kansas City Kansas Community College																										
Metropolitan Community College - Penn Valley																										
Midamerica Nazarene University																										
Missouri Western State University																										
National American University- Overland Park																										
National American University - Zona Rosa																										
Neosho County Community College																										
Park University																										
Research College of Nursing																										
Saint Luke's College																										
University of Central Missouri																										
University of Kansas																										
University of Missouri-Kansas City																										
University of Saint Mary																										
Webster University																										
William Jewell College																										

¹ Colorado Technical College has submitted an application for an accelerated BSN program to the Missouri State Board of Nursing.

² Concorde Career College has submitted an application for an ADN program to the Missouri State Board of Nursing.

Certified Nurse Assistant

Becoming a certified nurse assistant can be an entry point for a nursing career.

Most employers require Certified Nurse Assistants (CNA) to complete a mandatory training course with a passing competency evaluation. Programs typically take less than 100 classroom hours and cover skills for daily hygiene, bedside care, vital-sign measurement, common health problems, and chronic illnesses. Long-term care facilities are the largest employer of CNAs. Hospitals employ basic patient care aides who are willing to learn advanced skills. Training programs, testing, and certification are monitored by the Missouri Department of Health and Senior Services and the Kansas Department of Health and Environment. CNA programs are offered by community colleges, vocational schools, and long-term care facilities. CNA programs generally do not require applicants to take entrance exams or have a specific GPA to enroll for the course. Kansas requires its applicants to take a reading assessment. Class sizes are typically small, between 10 - 15 students, and, as an alternative, online classes are available at several schools. Below is a partial list of schools and other organizations in the region that offer CNA training.

Allen County Community College Health Care Academy, Iola, KS
Career and Technical Center at Fort Osage, Independence, MO
Donnelly College, Kansas City, KS
Herndon Career Center, Raytown, MO
Johnson County Community College/AVTS, Merriam, KS
Kansas City AVTS, Kansas City, KS
Kansas City Kansas Community College, Kansas City, KS
Lexington La-Ray Technical Center, Lexington, MO
Metropolitan Community College – Penn Valley, Kansas City, MO
Meyer Care Center, Higginsville, MO
Neosho County Community College – Chanute and Ottawa, KS
New Haven Nursing Home, Odessa, MO
Ottawa Retirement Village, Ottawa, KS

Many of the long-term care facilities in Kansas City also offer CNA training.

Licensed Practical Nurse

Most practical nursing programs take less than one year of full-time coursework and include both classroom and clinical education. After graduation, students take the NCLEX-PN to become licensed. Admissions decisions are typically based on GPA for the pre-requisite courses and personal characteristics relevant to success in the program. Some schools interview applicants and require the TEAS (Test of Essential Academic Skills) or a comparable assessment.

LPNs typically provide the greatest amount of direct patient care and are in great demand at long-term care facilities and clinics. Upon graduation, the majority of students from schools in this region typically work for a long-term care facility. While some nursing school administrators report that 100 percent of their new graduates are employed at a long-term care facility, other administrators note that their new graduates also work in clinics, schools, and hospitals. In hospitals the trend is to use more RNs and fewer LPNs. Nearly all of the new nurses stay in the region upon graduation.

About one-third of the new graduates plan to immediately continue their education to become an RN. Another third state they plan to obtain their RN after working for several years.

Encouraging more LPNs to become RNs could worsen the LPN shortage.

A push to help LPN students become RNs will help the shortage at hospitals and other employers who seek RNs, but could hurt the long-term care providers who depend on LPNs to provide care for the growing number of elderly patients.

The LPN to RN bridge programs allow nurses who are LPNs to articulate their previous coursework and earn an ADN degree. Students with an LPN can typically complete the ADN degree with one year of full-time studies. Students who successfully complete an LPN program at a school that has an ADN program are not automatically guaranteed a place in the ADN program.

LPN

COLLEGE

Brown Mackie College
 Cass Career Center
 Colorado Technical University
 Concorde Career College
 Johnson County Community College - T
 Johnson County Comm. College - E/W
 Kansas City Area Technical School
 Lex La-Ray Technical Center
 Metropolitan Community College - T
 Metropolitan Community College - E/W
 National American University-Overland Park
 Neosho County Community College
Total LPN

NEW ENROLLMENTS					
Number of Students - Newly Admitted to the Nursing Program					
'03-04	'04-05	'05-06	'06-07	projected	
				'07-08	'08-09
NA	NA	NA	59	64	64
25	30	25	25	27	27
70	10	45	63	70	70
90	90	90	90	90	90
32	32	32	32	32	32
NA	NA	40	40	0	40
106	109	98	100	80	80
29	29	29	29	29	29
72	83	99	62	160	80
44	0	33	48	80	80
NA	NA	NA	NA	25	50
89	93	90	90	110	120
557	476	581	638	767	762

GRADUATIONS		
Number of Students		
'05-06	projected	
	'06-07	'07-08
NA	23	38
19	21	25
21	27	30
65	65	65
28	25	27
23	0	31
80	75	75
19	20	20
126	80	142
0	48	80
NA	NA	25
72	82	98
453	466	656

Associate of Applied Science in Nursing

To become a registered nurse, individuals must attend a nursing education program approved by their state board of nursing and pass a comprehensive test called the NCLEX-RN. In the Kansas City region, students can enroll in a degree program at the associate's or bachelor's level. Hospital diploma programs are another path; none currently exist in Kansas City.

The ADN degree allows a student to become an RN and earn money more quickly than a four-year BSN program.

The Associate of Applied Science in Nursing degree is often referred to as an ADN (Associate Degree in Nursing) program and is typically a two-year program that includes general studies and nursing education.

Admissions decisions are typically based on GPA for the pre-requisite courses, prior experience in health care, and personal characteristics relevant to success in the program. Some schools interview applicants and require the TEAS (Test of Essential Academic Skills) or a comparable assessment.

All of the community colleges in this study reported rejecting significant numbers of qualified applicants for their ADN programs. One of these colleges estimates they will not be able to accept 300 qualified applicants for the Fall 2008 term. This is more than double the number this school turned down in 2006. The newer ADN programs report they have space for qualified applicants.

The ADN focuses more on technical skills than theory. Some nurses use the ADN as a stepping stone to their BSN degree. Five of the six programs that responded said that between 90 and 100 percent of their new graduates accept jobs in hospitals. Nearly all of the graduates stay in the region upon graduation.

Jobs requiring an RN often pay the same for an ADN as a BSN.

Many employers, including hospitals, say they prefer BSNs but pay the same salary to a new RN with no distinction between an ADN and a BSN degree. About 60 percent of new ADN graduates plan to continue their education with an RN to BSN completion program. Completion options at local schools include seven online programs and one on-campus program that meets in the evenings and weekends to accommodate work schedules.

ADN

COLLEGE	NEW ENROLLMENTS						GRADUATIONS		
ADN	Number of Students - Newly Admitted to the Nursing Program						Number of Students		
					projected		projected		
	'03-04	'04-05	'05-06	'06-07	'07-08	'08-09	'05-06	'06-07	'07-08
Concorde Career College ¹	NA	NA	NA	30	60	60	NA	NA	20
Johnson County Community College	55	55	55	64	64	70	65	68	70
Kansas City Community College	97	100	100	125	125	125	72	85	95
Metropolitan Community College - T	146	142	144	128	128	128	99	121	110
Metropolitan Community College - E/W	0	0	0	28	0	20	0	30	0
National American University-Overland Park	NA	NA	NA	NA	NA	66	NA	NA	NA
National American University - Zona Rosa	0	0	44	47	48	48	10	44	47
Total ADN	298	297	343	422	425	517	246	348	342
LPN to RN (ADN) Bridge									
Brown Mackie College	NA	NA	NA	NA	24	36	NA	NA	24
Metropolitan Community College - T	NA	NA	NA	19	20	30	17	12	20
Neosho County Community College	66	85	83	95	115	135	91	89	110
Park University	40	40	39	40	40	40	39	36-39	36-39
Total RN Bridge	106	125	122	154	199	241	147	101	154
RN Refresher									
Johnson County Community College	NA	11	22	40	40	40	22	40	40

¹ Concorde Career College has submitted an application for an ADN program to the Missouri State Board of Nursing.

Note: Some schools combine their LPN to ADN bridge students and their ADN students so they are only listed once.

Bachelor of Science in Nursing

A Bachelor of Science in Nursing (BSN) degree is a four-year program that also includes general studies and nursing education while focusing on leadership development. The first one to two years of the program are spent fulfilling general education requirements. The last two to three years are devoted to nursing courses and clinical experiences. Students take the NCLEX-RN exam to become registered nurses.

Admission decisions are typically based on GPA for the pre-requisite courses and personal characteristics relevant to success in the program. Some schools interview applicants and require the TEAS (Test of Essential Academic Skills) or a comparable assessment.

Research College of Nursing and William Jewell College offer one-year accelerated BSN programs for students who already have a non-nursing bachelor's degree. Midamerica Nazarene University and Graceland University offer accelerated programs for which students do not need to have a bachelor's degree. Midamerica reduces the program by one year and Graceland reduces the program by one semester.

Schools report that 90-100% of new BSN graduates work at hospitals.

Hospitals are the largest employers of RNs and heavily recruit new graduates. Other employers, such as home health care providers, prefer to hire RNs who have worked in an acute care setting for at least two years. All of the schools reported that 90-100 percent of their new graduates work in a hospital setting. Four of these schools reported that 100 percent of the most recent graduation class went to hospitals.

The RN to BSN completion programs are designed for graduates of associate degree or diploma programs who want to continue their education and complete their BSN degree. Students who want to work while earning their degree have the option to take all of their courses online or enroll in a program that meets in the evenings or weekends. Typically all qualified applicants are admitted into the RN to BSN bridge program of their choice. Some programs include clinical hours and others do not.

Over half of the BSN graduates plan to eventually continue their education with an MSN.

BSN

COLLEGE

BSN

Avila University
Colorado Technical University - accelerated ¹
Graceland University
Midamerica Nazarene University
Missouri Western State University ²
Research College of Nursing - traditional
Research College of Nursing - accelerated
Saint Luke's College
University of Central Missouri
University of Kansas - traditional
University of Missouri-Kansas City
University of Saint Mary
William Jewell College - traditional
William Jewell College -accelerated
Total BSN

RN to BSN Completion

Colorado Technical University
Graceland University
University of Central Missouri
University of Kansas - online
University of Missouri-Kansas City
University of Saint Mary
Webster University
Total BSN Completion

NEW ENROLLMENTS					
Number of Students - Newly Admitted to the Nursing Program					
					projected
'03-04	'04-05	'05-06	'06-07	'07-08	'08-09
26	36	36	43	50	50
NA	NA	NA	NA	100	120
40	32	44	50	50	50
36	39	43	43	54	54
90	100	98	80	80	100
46	64	70	65	65	65
61	59	76	79	72	72
55	55	57	55	57	57
47	56	77	75	80	80
120	120	128	128	128	128
80	80	80	80	80	80
0	0	0	42	40	40
40	42	57	42	40	40
12	27	24	27	29	29
653	710	790	809	925	965
NA	NA	NA	NA	10	16
23	13	4	5	10	15
NA	NA	NA	15	20	25
23	28	34	54	50	50
11	5	16	20	30	30
0	0	0	8	20	30
26	34	45	35	30	30
83	80	99	137	170	196

GRADUATIONS		
Number of Students		
		projected
'05-06	'06-07	'07-08
33	34	43
NA	NA	NA
26	30	40
36	36	39
80	95	90
33	47	55
54	74	70
51	53	53
43	43	75
115	123	125
60	61	65
0	0	33
38	44	42
23	22	28
592	662	758
NA	NA	NA
65	50	40
1	8	15
31	40	40
14	10	20
0	0	6
14	28	28
125	136	149

1 Colorado Technical University has submitted an application for a BSN program to the Missouri State Board of Nursing.

2 Missouri Western's transition from a 5-semester program to 4 semesters creates the appearance of lower enrollments.

Master of Science in Nursing

A Master of Science in Nursing (MSN) degree allows a nurse to specialize in a particular area of focus. The Nurse Practitioner programs prepare nurses for an advanced practice role as a health care provider in a number of settings. The Nurse Educator programs develop nurses with the knowledge and strategies for teaching in both clinical and academic settings. Public Health programs prepare nurses for work at health departments and community-based clinical and advocacy agencies. Executive and leadership programs help nurses develop the skills needed to function effectively in management roles.

The most popular MSN program is the Nurse Practitioner. Many nurses are attracted to the type of work, the work schedule and flexibility, as well as the pay. Last year, 134 nurses earned the MSN-Nurse Practitioner degree, while only 28 graduated with an MSN-Nurse Educator degree.

The availability of preceptors can limit the number of nurses who are admitted to MSN programs.

Admission criteria to MSN programs include the applicant's college coursework GPA and letters of reference. Students must be licensed as a registered nurse. Some schools require the GRE exam. Most nurses who apply to MSN programs already have a BSN; however, several schools allow ADN nurses to earn their BSN and MSN in a single program. Not all qualified applicants are admitted to MSN programs for the term they want to start. The number of students schools admit is based on the school's resources and the availability of preceptors for the MSN practicum.

Schools with MSN programs also may offer certificate programs in generalist, advanced practice, and clinical specialist areas. Professional certifications are earned after passing specialized exams by the American Nurses Association's Nurse Credentialing Center.

MSN

COLLEGE

Graceland University

Family Nurse Practitioner
Healthcare Administrator
Nurse Educator

Research College of Nursing

Executive Nurse Practice
Family Nurse Practitioner
Nurse Educator

University of Kansas

Family Nurse Practitioner
Adult/Gero Nurse Practitioner
Adult/Gero Clinical Nurse Spec.
Psych Nurse Practitioner (e/o year)
Nurse Midwife (e/o year)
Organizational Leadership
Public Health
Healthcare Informatics

University of Central Missouri

Nurse Educator
Family Nurse Practitioner

University of Missouri-Kansas City

Family Nurse Practitioner
Adult Nurse Practitioner
Women's Health Nurse
Practitioner
Pediatric Nurse Practitioner
Nurse Executive
Nurse Educator
Neonatal Nurse Practitioner

Webster University

Nurse Educator
Nurse Leader

TOTALS

NEW ENROLLMENTS						GRADUATIONS		
Number of Students - Newly Admitted to the Nursing Program						Number of Students		
					projected			projected
'03-04	'04-05	'05-06	'06-07	'07-08	'08-09	'05-06	'06-07	'07-08
42	58	85	90	95	100	40	45	50
2	5	2	1	4	4	4	2	2
1	1	0	2	4	5	0	1	2
NA	4	5	8	12	12	6	5	5
5	8	14	7	19	15	3	10	2
NA	NA	5	0	5	15	2	2	2
17	34	48	36	30	30	22	30	35
8	10	18	15	18	20	8	12	15
4	5	12	2	7	7	3	4	5
3	6	3	7	3	10	4	10	0
6	2	5	5	5	5	1	6	0
2	11	15	9	15	20	2	8	12
0	3	4	5	5	5	0	2	2
0	2	12	5	7	10	0	3	5
6	8	12	16	2	5	4	1	5
2	4	8	11	1	5	3	3	5
38	40	48	37	35	35	23	27	25
14	4	6	13	10	10	7	4	6
5	5	4	13	10	10	2	3	4
8	7	15	10	10	10	12	8	8
6	0	5	0	4	4	9	0	6
9	8	7	6	5	5	7	0	8
19	21	28	17	15	15	10	20	20
14	9	8	8	12	12	15	10	6
0	0	0	11			0	0	9
211	255	369	334	333	369	187	216	239

Doctoral Programs

The two doctoral degrees in nursing differ in their emphasis. The Doctor of Philosophy (PhD) leads to research and academic careers. The Doctor of Nursing Practice (DNP) is designed for those who want to work in direct clinical practice and areas that support clinical practice: administration, organizational management and leadership, and policy.

With the option of online programs, both schools noted that some of the doctoral students reside outside of the area and will not seek jobs in this community.

Both the University of Kansas School of Nursing and the University of Missouri-Kansas City offer the PhD with on-campus and online options. These programs typically take four to six years to complete. The two schools also have new DNP programs. The UMKC DNP program is all online. The KU School of Nursing is waiting for an external review of their DNP program by the Board of Regents before it can enroll students.

Students can enter these doctoral programs with either an MSN or a BSN. Admission criteria for the PhD programs include GRE scores, GPA, and a match with a researcher at the school.

The number of students in the doctoral programs is quite small. The schools did not provide data on the number of students from outside of the area. According to KU, 72 percent of their PhD graduates go on to work at colleges and universities.

COLLEGE

PhD

University of Kansas - traditional
 University of Kansas - online
 University of Missouri-Kansas City

DNP

University of Kansas
 University of Missouri-Kansas City

Total PhD and DNP

NEW ENROLLMENTS						GRADUATIONS		
Number of Students - Newly Admitted to the Nursing Program						Number of Students		
					projected			projected
'03-04	'04-05	'05-06	'06-07	'07-08	'08-09	'05-06	'06-07	'07-08
6	5	3	0	0	0	4	6	3
NA	NA	12	15	15	15	NA	NA	NA
5	7	2	7	8	8	1	3	3
NA	NA	NA	NA	15	15	NA	NA	NA
NA	NA	NA	12	20	20	NA	NA	10
11	12	17	34	58	58	5	9	16

Widening the Pipeline

To maximize the impact of the Bi-State Investment in Nursing, it is important to review the current initiatives in this region and identify gaps and opportunities that will positively impact the supply of nurses.

The following section, entitled General Strategies, provides an overview of the strategies and tactics that schools, employers, and other stakeholders are using to widen the pipeline in this region. The second section, entitled Collaborative Initiatives, explores current programs underway in the region.

General Strategies

Stimulate interest in middle school and high school students

Schools, government and nonprofit agencies, foundations, and hospitals have increased the number of activities and programs in the region designed to introduce middle school and high school students to a variety of health care careers. Summer programs, job shadowing, online mentoring, career fairs, thematic curriculum, and hospital adopt-a-school programs are being used to stimulate interest in nursing careers. Stephanie Taylor, executive director of the West Central Missouri Area Health Education Center, noted that high school students interested in nursing need help understanding the different types of nursing degrees and associated careers.

Prepare high school students to succeed in nursing school

Students who aspire to become nurses must be adequately prepared for nursing school and take rigorous math, science, and other recommended courses. Some students receive academic counseling, mentoring, ACT study courses, and assistance in completing college applications through special programs. School districts and community college collaborate to provide dual enrollment courses, which students can take in high school and earn college credit.

Increase diversity in nursing through programs that stimulate interest, ensure that students are prepared for college, and provide support system for college students

Many of the region's activities and programs to stimulate interest and prepare students for collegiate success focus on the school districts with larger minority populations. Despite these efforts, colleges report that some applicants, frequently those from the urban core, are not academically ready for nursing school. A few of the nursing schools have a formal plan to increase enrollments and retention of under-represented students, both minority and male. Many of the schools have a campus-wide diversity plan for the recruitment and retention of minority students. Schools report

<p><i>Provide financial assistance for nursing students</i></p> <p><i>Develop new faculty, increase clinical capacity, provide resources to increase the number of students schools can enroll</i></p> <p><i>Adopt retention programs to support students and increase number of nurses who graduate</i></p> <p><i>Attract and retain nurses through workplace programs</i></p>	<p>slight increases in the number of under-represented students. In addition, many nursing schools report a growing number of international students in their programs.</p> <p>Grants, scholarships, employer-sponsored tuition reimbursement programs, and other financial assistance programs help ease the financial burden for some nursing students. Nevertheless, nursing schools report that one of the main reasons that students run into academic difficulties is a lack of time to study because they work too much in order to take care of their financial obligations.</p> <p>To increase enrollments, nursing schools need to hire faculty, secure clinical space, and find the resources to support additional classroom and lab needs. Collaborative initiatives include increasing the number of qualified faculty by recruiting and preparing hospital nurses for a clinical faculty role, streamlining the process for identifying and scheduling clinical space, and sharing faculty for niche and specialized courses. Several schools are scheduling clinicals in the evening and weekends when clinical sites are often more available. Schools are benefiting from grant funds for simulation equipment which enhance student learning. In theory, students who practice with patient simulators may be able to reduce the time spent at clinical sites. However, schools using simulators have not scaled back their clinical hours yet since there is not enough data to support doing so.</p> <p>Most of the nursing schools closely monitor student performance and are quick to identify students who are not progressing academically. Typical interventions include one-on-one and group tutoring and study skills sessions. One nursing school employs a full-time social worker dedicated to the nursing students and reports this has increased retention. The social worker refers students for academic assistance and helps students with personal and financial problems think through their options. The increase in international students has resulted in more students with language difficulties. Medical terminology and the nuances of general communication can hamper their ability to succeed in nursing school and with the licensure exam.</p> <p>Initiatives to expand enrollments are resulting in an increase in the number of new nurses; however, strategies to retain nurses in the profession are equally important. A program to train preceptors and mentors helps new nurses adjust to the workplace. Magnet hospital status helps hospitals both attract and retain their nursing workforce.</p>
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Expose students to careers in safety net settings

There are no specific programs designed to stimulate nursing student interest for careers in safety net settings. The majority of nursing schools rotate students into community health clinical sites to expose them to opportunities for this type of work. Some schools reported that these clinical experiences are difficult to coordinate, primarily because an entire clinical group cannot be at these sites at one time. Instead, individual students or pairs of students rotate in and out for these clinicals.

Collaborative Initiatives

One of the strengths of the region is the collaborative nature of many of the schools, hospitals, and other organizations that are stakeholders in the nursing shortage. The following section lists many of the initiatives that are designed to increase the supply of nurses. The first section includes initiatives that primarily focus on stimulating interest, increasing diversity, and preparing students to succeed in a collegiate setting.

ACES Pipeline

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Central Missouri Area
Health Education Center
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West Central Missouri Area Health Education Center (AHEC) The West Central Missouri AHEC youth program in Jackson, Cass, Lafayette, and Johnson (MO) counties encourages interest and preparation for healthcare careers. The ACES Pipeline (AHEC Career Enhancement Scholars) program is a comprehensive career planning and assistance program for high school and undergraduate students identified and interested in pursuing a career in primary health care including as a nurse practitioner. The program fosters relationships between students, parents, and communities to create a pipeline to funnel students into primary healthcare careers. Currently the program serves 30 high school and 28 undergraduate students. Twelve of the high school students are interested in nursing, with two specifically interested in a nurse practitioner career. Eight of the undergrads are pre-nursing or current nursing students. Students participate in career counseling, health exploration, shadowing activities, a statewide leadership conference and are exposed to academic institutions and various healthcare settings. These students also have the possibility of receiving a forgivable loan through the Missouri Department of Health and Senior Services in the range of \$2,500 - \$5,000 for undergraduate education. AHEC is supported with funds provided by the US Health Resources and Services Administration (HRSA), the Missouri Department of Health and Senior Services, the Local INvestment Commission (LINC) and other community organizations.

*Career Education
Consortium Programs*

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Ten Kansas City area school districts on the Missouri side form the Career Education Consortium, which offers two major programs for students interested in a nursing career. These programs are coordinated by the Metropolitan Community College.

The Pre-Professional Nursing program at Summit Technology Academy of the Lee's Summit School District serves students from the 10 school districts. Developed in cooperation with deans of area nursing schools, it is intended to prepare students to enter baccalaureate-level nursing programs. It requires that applicants have completed core science and math courses. The students study medical terminology (for which they earn two college credits for MCC's Medical Terminology course), pharmaceutical math, CPR/basic first aid, medical ethics, hospital/medical regulations, and clinical practice skills. Students have opportunities to job shadow in a variety of nursing settings and can clarify their interest in nursing as a career goal. Thanks to a grant, the program now boasts a patient simulator. The program has been full for the past two years due to strong student interest.

The Foundations of Nursing program at Herndon Career Center, located in the Raytown School District, serves students from six school districts. This program gives students an overview of all levels of nursing, with a particular focus on CNA. Applicants are required to complete specific science courses and earn 1.5 (one and a half) college credits in the MCC-PV Nursing Program. The students study how ethical and legal issues impact the healthcare industry. They learn how to apply basic techniques to prevent and control diseases and offer patient care; they study basic human anatomy and physiology and become familiar with a broad range of medical terms. Students get significant opportunities to job shadow in a variety of healthcare settings and sit for the CNA and AED certification exams. The enrollment in this program is a little weaker.

*Ewing Marion Kauffman
Foundation Initiatives*

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The Kauffman Foundation has made a ten-year commitment to improve math, science, and technology education in the Kansas City metropolitan area. The following initiatives support interest in science-related careers while increasing academic achievement:

Uplink

A three-year grant to YouthFriends is being used to create a hub to connect the workplace to the classroom to further students' academic skills and interests in the areas of math, engineering,

technology, and science. In 2007, the pilot year, Uplink will create 50 student internship and job shadowing opportunities and 25 teacher externships in area companies. In addition, 500 professionals will be connected with mentoring opportunities in area K-12 schools.

Missouri Math Academy

Based at Drury College, this program provides professional development of middle school math teachers. Kauffman will fund approximately 150 teachers in Clay, Jackson, and Platte Counties to participate in the Math Academy.

Summer METS program

Through ten organizations, over 1,000 children will participate in math, engineering, technology, and science related academics during the summer of 2007. This follows a successful 2006 pilot.

The JASON Project

This initiative provides Kansas City area teachers with tools and teaching techniques to strengthen science and technology among middle school students.

Grants to School Districts

A three-year \$15-million commitment by the Kauffman Foundation was made to 13 school districts in the Kansas City area. Grant awards, ranging from \$600,000 to \$1.5 million, will be used to support math and science initiatives starting in 2007. The grants are based on district size, the number of disadvantaged students in the districts, and the specific proposals.

GEM-Nursing Group Electronic Mentoring in Nursing

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GEM-Nursing links students ages 15-21 with mentors in the nursing field via email, an educational Web site, and special events in the Kansas City region and other six other regions. Group electronic mentoring provides students with information on career and educational opportunities in nursing and emphasizes the benefits of working in a variety of nursing fields. The Web site and a weekly e-newsletter were hosted by the University of Michigan. The Women's Bureau, U.S. Department of Labor, funded the three-year demonstration project which concluded in December 2006. *How to Develop a Group Electronic Mentoring in Nursing Program* is a guide to running a mentoring program and includes lessons learned from this demonstration project. The Women's Bureau will provide technical assistance to organizations interested in replicating GEM-Nursing either in part or whole.

*Kansas City Healthcare
Workforce Partners*

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This community-wide group meets quarterly and includes representatives from health care employers, life sciences, schools, businesses, the public workforce system, and other organizations interested in health care in Kansas City. The Web site, www.kchealthcareers.com, shares resources for students and adults interested in pursuing careers in health care. Information includes career paths in nursing, financial aid, career guides, video clips, and links to nursing schools and health care employers. In May 2007, Workforce Partners, along with Kansas City Healthcare Recruiters, local hospitals, and other entities, will host a day-long career fair for 120 students from the Kansas City, Kansas and the Kansas City, Missouri school districts. The hospitals have created hands-on activities to aid students' understanding of the variety of careers available in health care. Workforce Partners is coordinated by Kansas City Metropolitan Healthcare Council. Initial financial assistance was provided by the Full Employment Council.

Pathways to Nursing

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The Pathways to Nursing Academy is a week-long summer academy designed to introduce high school students, primarily from minority and underrepresented populations, to nursing. The academy is a collaborative effort between the University of Missouri-Kansas City School of Nursing, the West Central Missouri Area Health Education Center and the GEM Nursing program. The curriculum provides social and cultural support to build a sense of community and overcome academic and environmental obstacles. Following the summer academy, students have the opportunity to continue exploring nursing careers year-round through additional activities.

*PREP-KC
Partnership for Regional
Educational Preparation*

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PREP-KC is an intermediary organization that supports Kansas City's urban districts (Kansas City Kansas Public Schools and Kansas City Missouri School District) in implementing strategies designed to prepare all students for college and careers. A key strategy is the Small Learning Community (SLC) model in which the same group of teachers stays with the same group of students for multiple years. In high schools, the SLCs are organized around career themes. The themes are infused into core academic classes, and a thematic course of study is created and linked to post-secondary education and career paths. A total of eight high schools in the two districts have a Health Sciences SLC. This translates into 1900 students in grades 9-12. PREP-KC is facilitating a partnership between the KCMSD Health Science SLCs and Metropolitan Community College - Penn Valley's Nursing & Allied Health Programs. This partnership aims to improve

curriculum rigor for grades 9-12 so that the students are prepared for college-level work in health sciences, create a nursing and allied health dual-credit course sequence, and support post-secondary planning (including ACT prep and financial planning). In 2007, Penn Valley hosted the first annual Health Expo Day for 200 juniors and seniors in the Health Sciences SLCs.

The following organizations and initiatives are focusing on expanding enrollments in nursing programs by increasing the number of qualified faculty and opening up clinical capacity. Some of the programs provide financial assistance and one addresses nurse retention.

*Kansas City Metropolitan
Healthcare Council*

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The Kansas City Metropolitan Healthcare Council (KCMHC) is the local office of the Kansas and Missouri hospital associations. Working with the hospitals, nursing schools, and other entities, KCMHC is coordinating several community-wide initiatives to address the nursing shortage:

Nurse and Faculty Expansion Project

The Kansas City Metropolitan Healthcare Council, the Collegiate Nurse Educators of Greater Kansas City, and Kansas City Area Nurse Executives are collaborating on a five-year project to increase the number of qualified faculty and increase nursing school enrollments in ADN and BSN programs. The Missouri State Board of Nursing granted a waiver for the pilot so that BSN-prepared nurses can serve as faculty if they attend an initial training program, the Clinical Faculty Academy, and then enroll in an MSN program. The two-day academy is held twice each year and has trained 160 nurses since 2005. As part of the project, some of the participating hospitals provide their bedside nurses to serve as adjunct clinical faculty. The initial goal to increase enrollments in ADN and BSN programs by 20 percent has been exceeded.

Nurse Expansion Initiatives - WIRED Grant

In February 2006, the Department of Labor announced that Kansas City was the recipient of a three-year Workforce Innovation to Regional Economic Development (WIRED) grant. The grant application was a result of collaboration between advanced manufacturing, life sciences, health care, and the public workforce system. Kansas City Metropolitan Healthcare Council (KCMHC) was asked to represent the health care sector. Specific funding requests were based upon input from area nursing schools, hospitals, and others. The Collegiate Nurse Educators of Greater Kansas City and Kansas City Area Nurse Executives members

serve on advisory committees for these workforce initiatives. Five WIRED health care initiatives are part of this three-year grant.

1. Graduate Nurse Faculty Financial Assistance

This initiative provides financial aid to nurses who are working on a master's degree for the purpose of becoming faculty at one of the Kansas City area nursing schools that is expanding enrollments. Twenty nurses were selected in November 2006 to each receive \$4,800 for assistance with educational expenses in 2007. They are eligible to reapply for a second year of funding for 2008. The Full Employment Council manages the disbursement of funds to the recipients.

2. Clinical Faculty Academy – Curriculum

Funding enables the Academy to develop formal curriculum for this two-day program which helps prepare hospital bedside nurses to serve as clinical instructors.

3. Simulation Lab – Shared Community Resource

This grant provides human patient simulator equipment that is coordinated through the Metropolitan Community College-Penn Valley. The simulation lab will be housed in a new health careers building on the Penn Valley campus that opens November 2007.

4. RN Refresher Academy

Grant funds allow Johnson County Community College to increase the number of refresher programs offered, which translates to an additional 40 registered nurses who will update their skills for acute care nursing.

5. Nurse Preceptor Academy

This initiative focuses on nurse retention, providing training for hospital RNs to serve as preceptors to newly hired nurses. Over 600 nurses will be trained as preceptors in 2007 and 2008.

*Public Workforce System –
WIRED Grant*

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In addition to the initiatives coordinated by the KCMHC, funds from the WIRED Grant were awarded to the Full Employment Council and the Kansas Workforce Investment Board to provide financial assistance to support training for health care careers for adult job seekers. These two organizations have additional sources of training funds for those who meet specific income and eligibility guidelines. Funds can be used for tuition, books, lab fees, childcare, and some living expenses.

*Missouri Hospital
Association
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*Electronic Scheduling for
Health Professions Students
in the Kansas City Region*

*Contact: Nelda Godfrey
PhD, APRN, BC
Professor and Chair, Nursing
William Jewell College
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*Collaborative Faculty Usage
Model*

*Contact: Susan H. Fetsch
RN, PhD, Robert Woods
Johnson Executive Nurse
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*Kansas Legislature and
Kansas Board of Regents*

The Graduate Nursing Faculty Financial Assistance program provides funding for graduate nursing students to become qualified nursing faculty at Missouri's nursing schools. The program, for the academic years 2007-08 and 2008-09, awards \$10,000 per year based on full-time enrollment and \$5,000 per year for part-time enrollment.

To improve clinical capacity and the scheduling process, the Kansas City Metropolitan Healthcare Council, the Collegiate Nurse Educators of Greater Kansas City, and the Kansas City Area Nurse Executives are working together to purchase and implement StudentMAX, an electronic method for identifying and confirming clinical placements. This computer program has been used effectively in Oregon for several years. Schools and hospitals are using the program to confirm RN placements for the 2007-08 academic year. After using the electronic scheduling for RN programs in 2008-09, the process will be expanded to include nursing preceptorships and other allied health placements in the 2009-10 academic year.

This pilot project will create a prototype for shared faculty in niche content areas as well as the more traditional specialty areas of pediatrics, obstetrics, and mental health. The model is under development and will be tested with a limited number of Kansas City area nursing schools during the 2008-2009 academic year. It is designed to provide academic institutions with faculty resources and cost savings as well as employers with graduates interested in and competent in specialty areas, and students with opportunities to pursue academic offerings in specialty areas. The project is funded through the Robert Woods Johnson Executive Nurse Fellow Leadership Project.

In 2006, the Kansas Board of Regents kicked off a ten-year plan to increase the capacity of the state's higher education system to educate registered nurses by 25 percent. First year funding totaled \$3.4 million for additional faculty, patient simulators and supplies at public nursing schools. These funds required a financial match from the schools and a commitment to increase enrollments. In this region, the following schools received funds: Johnson County Community College - \$470,445; Kansas City Kansas Community College - \$271,417; Kansas University Medical Center - \$126,508 (also includes six nurse educator scholarships); and Neosho Community College - \$227,909.

The strategies and collaborative initiatives in this region are making a difference in the supply of nurses. Significant gaps in these current activities present opportunities for this initiative. This section outlines recommendations for next steps.

Identify Opportunities

This environmental scan reveals gaps in all aspects of the nursing pipeline:

- | | |
|---|--|
| <i>Faculty shortage</i> | 1. With the recent expansion in nursing student enrollments, there is a serious shortage of masters- and doctoral-prepared faculty and acute care clinical sites. Current collaborative initiatives are helping but have not solved these problems. |
| <i>Clinical site capacity</i> | 2. Schools cite difficulties in setting up the clinical experiences that could lead to future careers in community health and safety net settings. |
| <i>Need to attract more students into nursing</i> | 3. In the short term there appears to be more qualified applicants to local nursing schools than can be admitted. The magnitude of this situation is not clear, since students apply to multiple programs. A long term view indicates that demographic projections for a shrinking future workforce point to the need to attract a higher percentage of the workforce to the nursing profession. |
| <i>Student attrition</i> | 4. Efforts to improve student attrition would result in greater numbers of nurses entering the workforce. |
| <i>Underrepresented minorities and men</i> | 5. Nurses do not reflect the general population: both men and minorities are underrepresented. Additional efforts are needed to increase their participation in the nursing profession. |
| <i>Work environment</i> | 6. Nurses exit the workforce when they become dissatisfied with their work environment. The nurse shortage results in increased workloads and concerns about the ability to provide adequate patient care. |

All of these opportunities are worthy of consideration. In each case, creating a community-wide effort involving all stakeholders will pay the greatest dividends.

Determine Priorities

Criteria for selecting the project(s) to undertake should include the following considerations:

What areas of interest should the project(s) address?

What outcomes could be achieved?

Does it enhance, rather than duplicate, current initiatives?

What is the magnitude of its impact, and is it short-term, long-term, or both?

Does the project scope fit the budget and timeline?

Gather Additional Information

Based on the opportunities and priorities, the next step is to gather additional information. This environmental scan focused on the Kansas City region. An investigation of initiatives underway in other states and regions can be used to identify best practices and lessons learned.

Focus groups and surveys can also provide useful information for specific opportunities. Representatives from safety net clinics, hospitals, other health care employers, and schools in the region could provide additional insights.

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Appendix

School Profiles

Nursing School Profiles

Twenty-two schools that provide ADN, BSN, and advanced nursing degrees were included in the interview and data gathering process. The Appendix includes a brief profile of each school.

Avila University
Brown Mackie College
Colorado Technical University
Concorde Career Institute
Graceland University
Johnson County Community College
Kansas City Kansas Community College
Metropolitan Community College-Penn Valley
Mid-America Nazarene University
Missouri Western State University
National American University-Overland Park
National American University-Zona Rosa
Neosho County Community College
Park University
Research College of Nursing
Saint Luke's College of Nursing
University of Central Missouri
University of Kansas School of Nursing
University of Missouri-Kansas City
University of St. Mary
Webster University
William Jewell University

<i>Profile</i>	Avila University
<i>Location</i>	11901 Wornall Road Kansas City, MO 64145
<i>Contact</i>	Susan H. Fetsch, RN, PhD Robert Wood Johnson Executive Nurse Fellow Dean and Professor of Nursing 816.501.3672 susan.fetsch@avila.edu
<i>Web site</i>	www.avila.edu
<i>Type of Institution</i>	Private, not-for-profit, Roman Catholic affiliation, 4-year and above
<i>Nursing Program</i> <i>BSN</i>	<p>Avila offers a traditional BSN program. Students are admitted into the nursing program for their junior year. Transfers from other schools are also admitted into the program. The average age of the entering juniors is 24.</p> <p>Avila is doubling the number of nursing students over a five-year period. A major renovation of classroom and lab space in 2006 resulted in increasing enrollments to 43 students in the Fall of 2006. 50 students will be admitted in the Fall of 2007.</p> <p>The nursing program is part of a university-wide diversity admissions plan which encourages enrollments by African-American and Hispanic/Latino students.</p>

<i>Profile</i>	Brown Mackie College
<i>Location</i>	9705 Lenexa Drive Lenexa, KS 66215
<i>Contact</i>	Sandra Sacry, RN, BA, MSN Nursing Program Director 913.768.1900 ssacry@brownmackie.edu
<i>Web site</i>	www.brownmackie.edu
<i>Type of Institution</i>	Private for-profit, 2-year
<i>Nursing Programs</i>	The new Brown Mackie nursing program is a bi-level program. Students first earn their LPN and then can apply to the ADN program. Students complete one course each month and can attain each nursing degree in one year. Courses typically meet during the day.
<i>LPN</i>	Students take seven prerequisites (seven months) and then apply to the PN program which is another five courses (five months).
<i>ADN</i>	Students who have their LPN take seven prerequisites (seven months) and then apply to the ADN program which is another five courses (five months). Completing the LPN degree at Brown Mackie does not automatically lead to acceptance to the ADN program. Nurses who earn their LPN from other institutions may apply to attend the ADN program.
	The College is currently enrolling 16 new students each quarter. The current maximum number of students set by the Kansas State Board of Nursing is 64 total students for the combined LPN and ADN program. The College plans to submit an application to the Board with a request to expand the number of nursing students.
	The average student entering the PN program is 32 years old. Brown Mackie College tends to attract a diverse student body with a proportionally larger number of underrepresented minority and male students as well as international students in the nursing program.

<i>Profile</i>	Colorado Technical University
<i>Location</i>	520 E. 19 th Avenue North Kansas City, Missouri 64116
<i>Contact</i>	Toby A. Turner, MN, APRN, BC, FAAN Department Chair and Associate Professor of Nursing 816.303.7844 tturner@kc.coloradotech.edu
<i>Web site</i>	www.coloradotech.com
<i>Type of Institution</i>	Private for-profit, 4-year and above
<i>Nursing Programs</i>	Colorado Technical University students attend 11-week quarters.
<i>LPN</i>	Students can complete the PN program in five 11-week quarters (one year plus one quarter). New students are admitted in April and October each year. Classes are held during the day.
<i>BSN</i>	Colorado Technical University has submitted an application for an Accelerated BSN program to the Missouri State Board of Nursing. Students will need to have already completed a BA or BS degree in any major and the prerequisites before applying to the program. The core nursing program can be finished by taking 16 credit hours in each of seven 11-week quarters. Students will start in October, January, April, and July. CTU would like to enroll their students during the fall of 2007 for an initial start date in January 2008, pending approval by the Missouri State Board of Nursing. Most prerequisite courses will be offered during the fall term to enable students lacking prerequisites to complete them in time to enroll in the nursing core courses in January of 2008. The accelerated BSN format includes classes that meet primarily during evenings and weekends or all-day intensives. Some of the courses will be available online. Clinical will be both weekdays and weekends. The school projects enrollments of 120 students per year, pending approval by the Missouri State Board of Nursing.
<i>RN to BSN</i>	CTU is planning to offer an RN to BSN completion program beginning in October 2007. The program will offer primarily evening courses and intensives that will include, in addition to core courses, such specialty courses as forensic nursing, legal nurse consulting, and public health/disaster preparedness.

<i>Profile</i>	Concorde Career College
<i>Location</i>	3239 Broadway Kansas City, MO 64111
<i>Contact</i>	Jack Brozman CEO 816-531-5223 jbrozman@concorde.edu
<i>Web site</i>	www.concorde.edu
<i>Type of Institution</i>	Private for-profit, 2-year
<i>Nursing Programs</i>	Students attend 10-week terms. Classes meet during the day as well as evenings and weekends.
<i>LPN</i>	Students can choose to enroll in either a day program or an evening/weekend program. Each year there are two enrollment/start times for the day program and one enrollment/start time for the evening/weekend program.
<i>ADN</i>	Concorde Career College has submitted their application for an ADN program with 60 students to the Kansas State Board of Nursing. Concorde would like to start this program at the end of 2007.

<i>Profile</i>	Graceland University
<i>Location</i>	1401 W. Truman Road Independence, MO 64050
<i>Contact</i>	Claudia D. Horton, PhD, RN Associate Dean, School of Nursing 816.833.0524 ext. 4214 horton@graceland.edu
<i>Web site</i>	www.graceland.edu
<i>Type of Institution</i>	Private not-for-profit, Community of Christ affiliation, 4-year and above
<i>Nursing Programs</i> <i>BSN</i>	Students are admitted into the BSN nursing program as juniors and attend a traditional semester program. Transfers from other schools are also accepted into the program. Within the BSN program is an accelerated option which reduces the length of the program by one semester. Unlike some accelerated programs, students do not need to already have another bachelor's degree.
<i>RN to BSN/MSN</i>	Students in the RN to BSN completion program attend a four-day focus session on campus and then complete their coursework online. Through this bridge program, students may also attain their MSN degree.
<i>MSN</i>	Students complete the MSN requirements for graduation through a combination of online courses and preceptor-guided practicums in the student's own community. Students begin by attending a two-day focus session on campus. Depending on their program, they may have an additional focus session at the end of their program. Programs include: MSN – Family Nurse Practitioner MSN – Healthcare Administrator MSN – Nurse Educator

<i>Profile</i>	Johnson County Community College
<i>Location</i>	12345 College Blvd Overland Park, KS 66210-1299
<i>Contact</i>	Jeanne Walsh, MSN, RN Director of Nursing 913.469.8500 ext. 3157 jwalsh@jccc.edu
<i>Web site</i>	www.jccc.edu
<i>Type of Institution</i>	Public, 2-year
<i>Nursing Programs</i> <i>CNA</i>	The 96-hour CNA course can be taken in a classroom setting or online.
<i>LPN</i>	JCCC offers two LPN options: The full-time program is divided into two semesters and is completed in 10 months. The evening/weekend program has the same curriculum and is completed over 18 months. The start date for the full-time program is August. Students can start the evening/weekend program in January or July.
<i>ADN</i>	Students begin the ADN program in August and attend four semesters to complete the program. Each year about 10-12 students with their LPN bridge into the ADN program's second year to attain their RN. The ADN program is in the process of expanding and plans to increase new enrollments by another 10 students annually.
<i>RN Refresher</i>	RN Refresher – This program is designed for RNs who have not worked in the acute care setting for several years. Students meet on campus one day a week for nine weeks to review content, practice skills, and develop critical thinking using the lab simulators. Students also complete 180 clinical hours with a preceptor.

<i>Profile</i>	Kansas City Kansas Community College
<i>Location</i>	7250 State Ave. Kansas City, KS 66112
<i>Contact</i>	Shirley Wendel, PhD, RN Dean, Division of Nursing and Allied Health 913.334.1100 swendel@kckcc.edu
<i>Web site</i>	www.kckcc.edu
<i>Type of Institution</i>	Public, 2-year
<i>Nursing Programs</i> <i>CNA</i>	This eight-week CNA program is offered in the mornings or afternoons on a frequent basis each semester. During 2007, KCKCC has scheduled a total of 11 CNA programs with a maximum of 10 students per program.
<i>ADN</i>	Students can begin the ADN program in the fall or spring semester. This two-year program consists of four semesters. Students need to complete their math and science courses before beginning the program. Students can take their general education courses before or during the nursing program. The average age of the student entering the ADN program is 31-years-old.
<i>LPN to ADN</i>	Each year, about 16 students who already have their LPN bridge into the second year of the ADN program. KCKCC works with the Kansas Area Technical School for students who want to enroll in an LPN program. In 2006, KCKCC received a Kansas nursing grant which has allowed them to expand the number of student enrollments by 25 annually and to increase the number of nursing faculty.

<i>Profile</i>	Metropolitan Community College – Penn Valley				
<i>Location</i>	3201 SW Trafficway Kansas City, MO 64111-2429				
<i>Contact</i>	<table border="0"> <tr> <td>Karen Komoroski, RN, EdS, PhD Director, Division of Nursing 816.759.4175 Karen.Komoroski@mcckc.edu</td> <td>Pam Anthony, RN, MN Coordinator, ADN Program 816.759.4474 Pam.Anthony@mcckc.edu</td> </tr> <tr> <td>Sharon Graves, RN, MSN, CSN Coordinator, PN Program 816.482.5072 sharon.graves@mcckc.edu</td> <td>Frieda Tresvan Coordinator, CNA Program 816.759.5585 Frieda.Tresvan@mcckc.edu</td> </tr> </table>	Karen Komoroski, RN, EdS, PhD Director, Division of Nursing 816.759.4175 Karen.Komoroski@mcckc.edu	Pam Anthony, RN, MN Coordinator, ADN Program 816.759.4474 Pam.Anthony@mcckc.edu	Sharon Graves, RN, MSN, CSN Coordinator, PN Program 816.482.5072 sharon.graves@mcckc.edu	Frieda Tresvan Coordinator, CNA Program 816.759.5585 Frieda.Tresvan@mcckc.edu
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<i>Web site</i>	www.mcckc.edu/pvnursing				
<i>Type of Institution</i>	Public, 2-year				
<i>Nursing Programs</i>					
<i>CNA</i>	For the CNA program, students attend 75 hours of classroom instruction and 100 clinical hours in a long-term care facility. Truman Medical Center is partnering with MCC-Penn Valley to provide CNA training at no charge for teen parents through a grant provided by the Robert Woods Johnson Foundation.				
<i>LPN</i>	The MCC-Penn Valley LPN program offers two class options: day or evening/weekend. The day class is designed to be completed in one year. The evening/weekend class is intended as a part-time option with the same curriculum and is completed in 17 months. Class meets one or two evenings a week with weekend clinical experiences. For either class, students who complete their general education courses before admission will have a lighter course load. The start date for the full-time class is August.				
<i>ADN</i>	The ADN program offers two options for students: They can attend full-time traditional day classes and start in either August or January. The evening/weekend option begins January odd years. This every other year cycle is done primarily to reduce stress and overload on the faculty. One cohort of students completes their courses before the next cohort starts the program.				
<i>LPN to ADN</i>	LPNs can bridge into the final year of the ADN program. Dr. Komoroski reports they plan to add hybrid courses to the nursing program that will include online content.				

<i>Profile</i>	Midamerica Nazarene University
<i>Location</i>	2030 E College Way Olathe, KS 66062-1899
<i>Contact</i>	Pam Smith, PhD, RN Chair, Division of Nursing 913.782.3750 ext.298 psmith@mnu.edu
<i>Web site</i>	www.mnu.edu
<i>Type of Institution</i>	Private not-for-profit, Nazarene affiliation, 4-year and above
<i>Nursing Programs</i> <i>BSN</i>	Students apply during the freshman or sophomore year and take introductory nursing courses for this traditional BSN nursing program. They are admitted for the junior year. Transfer students are also accepted into the program. Within the BSN program is an accelerated option which meets in the summer and takes one year off of the traditional program. Unlike some accelerated BSN programs, the student does not have to already have another bachelor's degree; however, most do.
<i>RN to BSN</i>	Midamerica Nazarene University has an RN to BSN completion program that has been relatively inactive. The school is planning to revamp it during the coming year.

<i>Profile</i>	Missouri Western State University
<i>Location</i>	4525 Downs Dr. St. Joseph, MO 64507
<i>Contact</i>	Kathleen Andrews, PhD, RN, CCRN Chairperson, Department of Nursing 816.271.4415 andrews@missouriwestern.edu
<i>Web site</i>	www.missouriwestern.edu
<i>Type of Institution</i>	Public, 4-year and above
<i>Nursing Program</i> <i>BSN</i>	<p>Freshmen can declare a pre-nursing major and then apply to the program the semester before they are ready for upper-level nursing courses. The program is a traditional semester format. The average age of the students is in the 20's. The program had been a five-semester program and is transitioning to a four-semester program. This changeover has skewed the enrollment numbers that are included on page 24. Even though the enrollment has been steady, the changeover makes it appear that enrollment decreases during the 2006-07 and 2007-08 academic years.</p> <p>The RN to BSN Bridge program was recently eliminated due to low enrollment.</p> <p>Dr. Andrews completed her dissertation on studying male high school students and the influence of peer perspectives on selecting nursing as a career choice.</p>

<i>Profile</i>	National American University – Overland Park
<i>Location</i>	10310 Mastin Overland Park, KS 66212-5451
<i>Contact</i>	Debra Smith 913.981.8796 dgsmith@national.edu
<i>Web site</i>	www.national.edu
<i>Type of Institution</i>	Private for-profit, 4-year and above
<i>Nursing Program</i>	The Overland Park campus is one of 12 National American University campuses.
<i>LPN + ADN</i>	<p>This new 1 + 1 program offers a single program in which the students earn LPN + ADN degrees. Students attend primarily day classes with some evening/weekend classes. The first year is the basis for the PN diploma. After the first year the students must pass PN Boards and reapply to get into the second year for the ADN degree. Nurses with an LPN from another school can also bridge into the second year for the ADN degree. Each phase of the program is 12 months with 11-week quarters. Students enter the program in the fall semester for the PN phase and in the winter quarter for the RN phase.</p> <p>NAU is building a new classroom area that can accommodate 116 nursing students. The nursing department will have a large, state-of-the-art skills lab for student training through simulations.</p> <p>Many students are nontraditional students with family responsibilities. The program actively recruits retired Army personnel at Fort Leavenworth.</p> <p>NAU offers an all online RN to BSN completion program with instructors that are located in Rapid City, SD.</p>

<i>Profile</i>	National American University – Zona Rosa
<i>Location</i>	7490 NW 87 th Street Kansas City, MO 64153
<i>Contact</i>	Fran Oberhelmen, RN, MSN 816.412.5595 foberhelman@national.edu
<i>Web site</i>	www.national.edu
<i>Type of Institution</i>	Private for-profit, 4-year and above
<i>Nursing Program</i>	The Zona Rosa campus is one of 12 National American University campuses.
<i>ADN</i>	ADN – Students can start this day program in the summer or winter quarters. Students can complete this accelerated program in 18 months. A few of the co-requisite courses are offered online. NAU offers an all online RN to BSN completion program with instructors that are located in Rapid City, SD.

<i>Profile</i>	Neosho County Community College
<i>Location</i>	800 W 14 th Street Chanute, KS 66720
<i>Contact</i>	Karen Gilpin RN, MSN, CNA Director of Nursing Education Mary Grimes School of Nursing Chanute, KS and Ottawa, KS 620.431.2820.Ext. 255
<i>Web site</i>	www.neosho.edu
<i>Type of Institution</i>	Public, 2-year
<i>Nursing Programs</i>	The Mary Grimes School of Nursing is available on campuses in Ottawa, Chanute, and Independence, Kansas. The Independence program is located at Independence Community College. Clinical sites include Chanute, Iola, Ottawa, Lawrence, Kansas City, Olathe, and Overland Park.
<i>CNA</i>	The 90-hour CNA program includes 20 lab hours and 25 clinical hours. This program is offered at all three campuses as well as other locations in the communities NCCC serves.
<i>LPN</i>	The LPN program is available at all three campuses. The Chanute and Independence campuses admit students for the fall semester. Ottawa admits students for the spring semester. Classes typically meet during the day, three days/week during the one-year program.
<i>ADN</i>	Students who complete their LPN at NCCC and continue directly into the second level of coursework do not need to reapply for the ADN program. These courses are offered on the Chanute and Ottawa campuses. The traditional program is two days/week during the second year. Students can also choose another option: a new hybrid program begins in the fall 2007 with didactic courses taught online with laboratory and clinical classes meeting one day/week.
<i>LPN to ADN</i>	In addition to the NCCC students who continue into the ADN program, transfer students can bridge into the ADN program.

<i>Profile</i>	Park University
<i>Location</i>	PMB #52, 8700 N.W. River Park Drive Parkville, MO 64152
<i>Contact</i>	Margaret Monahan. RN, MS Director, Nursing Program 816.584.6256 monahan@mail.park.edu
<i>Web site</i>	www.park.edu
<i>Type of Institution</i>	Private not-for-profit, 4-year and above
<i>Nursing Program LPN to ADN</i>	Nurses with their LPN in Missouri or those who have graduated from a PN program in Missouri within the past 90 days may apply for admission to this program. Students begin this traditional day program in early August and complete it in 10 months. The average age of the students who enter the program is 30+ years old.

<i>Profile</i>	Research College of Nursing
<i>Location</i>	2525 E. Meyer Boulevard Kansas City, MO 64132-1199
<i>Contact</i>	Nancy DeBasio, PhD, RN President and Dean 816.276.4721 nancy.debasio@researchcollege.edu
<i>Web site</i>	www.researchcollege.edu
<i>Type of Institution</i>	Private for-profit, 4-year and above
<i>Nursing Programs</i>	The College of Nursing is sponsored by Research Medical Center. The Medical Center is one of several hospitals and health care facilities that compose HCA Midwest Division and are used as clinical sites. Classrooms, skills labs, computer labs, and the library are located in the Medical Center. HCA provides a scholarship/loan program with substantial tuition support for students in the traditional BSN program and full tuition support for the accelerated BSN program.
<i>BSN</i>	The College offers a BSN in partnership with Rockhurst University. The BSN program offers two undergraduate options: a Traditional BSN Option for the student without a college degree and an Accelerated BSN Option for the student with a previous non-nursing college degree. After completing their prerequisites, students complete the accelerated program in one year. For the traditional program, students are admitted as freshmen to the nursing major. Nursing coursework begins in the spring of the sophomore year. About 40 percent of the students entering the traditional program are transfer students. Some of the elective nursing courses are offered in an online format.
<i>MSN</i>	The college offer three tracks in the master's program: MSN-Executive Nurse Practice – all online MSN-Family Nurse Practitioner – 50 percent of the courses are online MSN-Nurse Educator – 90 percent of the courses are online

<i>Profile</i>	Saint Luke's College
<i>Location</i>	8320 Ward Parkway Suite 300 Kansas City, MO 64114
<i>Contact</i>	Helen Jepson, EdD, RN Dean/Chief Education Officer 816.932.2233 hjepson@saint-lukes.org
<i>Web site</i>	www.saint-lukes.org
<i>Type of Institution</i>	Private not-for-profit, Episcopal affiliation, 4-year
<i>Nursing Program</i> <i>BSN</i>	<p>An affiliate of Saint Luke's Hospital, the College offers the equivalent of the undergraduate junior and senior year nursing courses in a traditional BSN program. Students complete 64 hours of general education requirements at the school of their choice and then apply for admission to the nursing school where they will complete 60 hours of nursing courses. The average age of the entering students is 29-30.</p> <p>Saint Luke's College shares its campus with Saint Luke's Hospital and uses the hospital as its primary site for student clinical experiences.</p>

<i>Profile</i>	University of Central Missouri
<i>Location</i>	Warrensburg, MO 64093
<i>Contact</i>	Julie Clawson, PhD, ARNP, BC Chair, Department of Nursing 660.543.4775 clawson@cmsu1.cmsu.edu
<i>Web site</i>	www.ucmo.edu
<i>Type of Institution</i>	Public, 4-year and above
<i>Nursing Programs</i> <i>BSN</i>	UCM provides a traditional full-time BSN program. Students enter the program for their junior year and can start in either the fall or spring semesters. Preference is given to UCM students; about 50 percent of the nursing students are transfers who completed their general education at other colleges. There is an increase in students who already have a degree entering the nursing program. The average age of entering students is 24.6-years-old. Some courses are offered online. Students spend their junior year on the campus at Central Missouri. The last two semesters are completed in Kansas City at North Kansas City Hospital.
<i>RN to BSN</i>	Students in this new 40-credit hour bridge RN to BSN program take all of their courses online. Full-time students can complete it in one year. Part-time students can take up to four years to finish.
<i>MSN</i>	UCM offers two MSN tracks: Nurse Educator – all online Family Nurse Practitioner – all online, some labs scheduled Most MSN students are part-time so they typically take at least three years to complete the program. There are no limits on the number of qualified students that can be admitted to the Bridge RN to BSN program and the MSN program.

<i>Profile</i>	University of Kansas
<i>Location</i>	School of Nursing 3901 Rainbow Blvd Kansas City, KS 66160
<i>Contact</i>	Rita Clifford, RN, PhD Associate Dean, Student Affairs 913.588.1619 rclifford@kumc.edu
<i>Web site</i>	www2.kumc.edu/son
<i>Type of Institution</i>	Public, 4-year and above
<i>Nursing Programs</i> <i>BSN</i>	Students enter this traditional BSN program at the beginning of their junior year. Due to the program's competitive admissions, applicants are advised to apply to more than one nursing program. Students who already hold baccalaureate degrees may also select the Clinical Nurse Leader track in which students take graduate-level courses that count towards the baccalaureate degree. This program adds a third year to complete the MS degree as a Clinical Nurse Leader (CNL).
<i>RN to BSN/MSN</i>	This all-online RN to BSN completion program can be finished in one year of full-time course work. Part-time students may take up to five years to complete the program. There also is an RN to MS option.
<i>MSN</i>	Advanced practice tracks, unless noted otherwise, are about 50 percent online: Adult/Geriatrics Clinical Nurse Specialist Family Nurse Practitioner Adult/Geriatrics Nurse Practitioner Psychiatry/Mental Health Nurse Practitioner – predominately online Nurse Midwife Organizational Leadership – all online Public Health – all online Healthcare Informatics – all online
<i>PhD</i>	Students have two PhD options: a modified on-campus program and an online program with a one-week summer intensive. Well-qualified students with a BSN degree can apply directly to the PhD program.
<i>DNP</i>	This new program has been submitted to Kansas Board of Regents for an external review. If approved, the first students would be accepted in Spring 2008.

<i>Profile</i>	University of Missouri-Kansas City
<i>Location</i>	2220 Holmes Kansas City, MO 64108
<i>Contact</i>	Lora Lacey-Haun, PhD, RN Dean School of Nursing 816.235.1752 lacey-haunc@umkc.edu Thad Wilson, APRN, BC, PhD Associate Dean for Clinical Programs 816.235.5964 WilsonTR@umkc.edu
<i>Web site</i>	www.umkc.edu
<i>Type of Institution</i>	Public, 4-year and above
<i>Nursing Programs</i> <i>BSN</i>	Students enter this traditional BSN program at the beginning of their sophomore year spring semester. Transfer students may also enter the program at this time.
<i>RN to BSN</i>	This all online RN to BSN completion program can be finished in one year of full-time course work. In addition to the online courses, students participate in two clinical courses.
<i>MSN</i>	At UMKC, specialty MSN tracks include: Family Nurse Practitioner – half of the courses are online Adult Nurse Practitioner – half of the courses are online Woman’s Health Nurse Practitioner – all online Nurse Executive – half of the courses are online Nurse Educator – half of the courses are online Neonatal Nurse Practitioner – all online Pediatric Nurse Practitioner – half of the courses are online
<i>PhD</i>	Students choose to take courses on-campus, online, or a combination of the two. All students begin the doctoral program with a four and one half-day on-campus summer institute. They also attend a second summer institute the following summer. Students may enter the PhD program after they have earned a BNS degree.
<i>DNP</i>	UMKC has a new Doctor of Nursing Practice program with coursework that is all online. Like the PhD students, the DNP students attend two summer institutes.

<i>Profile</i>	University of Saint Mary
<i>Location</i>	4100 S 4 th St. Trafficway Leavenworth, KS 66048-5082
<i>Contact</i>	Karen Fernengel, RN, PhD, ARNP-BC Dean and Professor of Nursing 913.758.4381 fernengelk@stmary.edu
<i>Web site</i>	www.stmary.edu
<i>Type of Institution</i>	Private not-for-profit, Roman Catholic affiliation , 4-year and above
<i>Nursing Program</i>	The University of Saint Mary restarted their nursing program in 2006 after dropping it in 1994. The Sisters of Charity of Leavenworth sponsor the university and six hospitals which has paved the way for hospital-sponsored scholarships.
<i>BSN</i>	For this traditional program, students are enrolled at the start of their junior year.
<i>RN to BSN</i>	Students are admitted every eight weeks into this RN to BSN completion program that is all-online. They take one course each eight-week period. The annual enrollment goal is 40 students for the bridge program. The University provides a scholarship program with grants of \$10,000 to support minority students.

<i>Profile</i>	Webster University
<i>Location</i>	1200 East 104th St., Suite 100 Kansas City, MO 64131-4502
<i>Contact</i>	Margo Thompson, RN, EdD, CNE Webster University, Department of Nursing 816.926.4270 thompsma@webster.edu
<i>Web site</i>	www.webster.edu
<i>Type of Institution</i>	Private not-for-profit, 4-year and above
<i>Nursing Programs</i>	To supplement the core Kansas City faculty, nursing faculty regularly travel from the main St. Louis campus to teach at the Kansas City campus.
<i>RN to BSN/MSN</i>	Students who are already registered nurses attend evening classes for up to five terms per year to complete their BSN degree. They take one or more courses during each eight-week term. Students may also choose to use this program as an RN to MSN bridge and earn their BSN in the process.
<i>MSN</i>	Students take one class during each of five eight-week terms offered per year. All students complete core courses in Theory, Policy, and Research, three family-centered clinical classes, and choose one of two areas of emphasis: MSN-Nurse Educator MSN-Nurse Leader

<i>Profile</i>	William Jewell College
<i>Location</i>	Department of Nursing—Box 2002 500 College Hill Liberty, MO 64068
<i>Contact</i>	Nelda S. Godfrey, PhD, APRN, BC Professor and Chair 816.415.7605 godfrey@william.jewell.edu
<i>Web site</i>	www.jewell.edu
<i>Type of Institution</i>	Private not-for-profit, Christian affiliation, 4-year
<i>Nursing Programs</i>	William Jewell offers two undergraduate options: a traditional BSN and an Accelerated Track (BSN-AT) for the student with a previous non-nursing college degree.
<i>BSN</i>	Students are admitted into the traditional BSN program for the spring semester of their sophomore year. Transfers from other schools are also admitted into this program.
<i>BSN Accelerated</i>	To be admitted to the BSN-AT, students must have a BA or BS in other fields of study other than nursing. Students take prerequisite courses before admission to the program and then begin the one-year accelerated program in May.