



Georgia Nursing Workforce Center



State of Georgia Pre-Licensure Nursing Education, AY2023-2024

The Georgia Nursing Workforce Center is housed at the

 EMORY | NELL HODGSON WOODRUFF SCHOOL OF NURSING

State of Georgia Pre-Licensure Nursing Education, AY2023-2024

Georgia Board of Nursing & Georgia Nursing Workforce Center
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Georgia Board of Nursing
Macon, GA

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Executive Summary

The purpose of this report is to describe the state of pre-licensure nursing education in Georgia using the data from the National Council of State Board of Nursing (NCSBN)/Georgia Board of Nursing (GBON) annual education survey (“Annual Report”). A first-of-kind report for the state, this inaugural collaborative publication of the GBON and Georgia Nursing Workforce Center addresses the annual report data for the 2023-2024 academic year. Included are program-level data on total enrollment, academic retention, student demographics, faculty and director characteristics, program and institutional characteristics, and NCSBN key quality indicators (Spector et al., 2020) for the reporting period. Pre-licensure nursing education program offerings and campus locations by school are also described. NCLEX pass rates are reported elsewhere (see [Georgia Board of Nursing Education site](#)).

Data are reported in the aggregate by program and degree type. For further usefulness to state-level policy decision making, key data are further separately described by institutional ownership (profit type) and by geographic location and program type. A “program” is defined in this report by NCSBN NCLEX program code.

Of the total 92 pre-licensure nursing programs reporting for the 2023-2024 academic year, 24 are practical nursing (PN) programs and 68 are RN programs. There are 3 degree options for which graduates are eligible to apply for licensure as an RN that are offered in Georgia, of which there are 32 associate degree programs, 33 bachelor’s (BSN) degree programs, and 3 master’s degree pre-licensure nursing programs.

Key Findings

Geographic Distribution of Programs and Graduation Rates

- A plurality of programs report a rural (41/92, 45%) primary campus location, followed by 27 (29%) reporting an urban and 24 (26%) a suburban primary campus location.
- Private for-profit programs have the lowest reported graduation rate at 55%.

Student Demographics

- RN programs have higher percentage of male students compared to PN programs (11% vs 5%). Across all 92 programs (12,889 students), 89% are female, 10% male, and 1% other.
- Private for-profit institutions reported the highest proportion of Black students at 72%, with approximately 4.5:1 Black students compared to White students enrolled in these programs.
- Hispanic students represented 15% of those enrolled in private not-for-profit institutions, the highest among the three sectors.

Faculty Characteristics

- There are 1,027 full-time faculty across all programs: RN programs employ 915 full-time faculty (89%), while PN programs employ 112 (11%). There are 408 part-time faculty, the majority of whom (96%) teach in RN programs (393 part-time faculty), compared to only 15 part-time faculty in PN programs.
- Clinical adjunct faculty comprise nearly half (45%, 1195/2630) of the total faculty reported across all pre-licensure program types.
- Across all programs, 39% (36/92) participate in a faculty partnership with one or more clinical affiliate facilities, while 61% (56/92) do not.

Key Data Challenges and Limitations

- Survey responses showed a relatively high rate of internal inconsistency, e.g., approximately 20% of programs reported enrollment totals did not match the sum of student counts by sex or by ethnicity.
- Several important data points were not collected, including admissions data (number of applicants, qualified applicants, and admissions), total graduation counts for the full academic year, faculty demographics (gender, race/ethnicity, age, and license type), and reasons for faculty vacancies.

Recommendations

1. Improve collection of state-level nursing education data and harmonize with national data standards.
2. Measure what matters and is actionable for informing workforce planning and related policy decisions at the state and national level—particularly related to nursing faculty data.
3. Expand state-level data collection to capture the employment distribution of graduates from Georgia nursing programs and nursing workforce mobility over time.

State of Georgia Pre-Licensure Nursing Education, 2023-2024

The purpose of this report is to describe the state of pre-licensure nursing education in Georgia using the data from the National Council of State Board of Nursing (NCSBN)/Georgia Board of Nursing (GBON) annual education survey (“Annual Report Program”).

The Georgia Board of Nursing and Georgia Nursing Workforce Center have partnered to produce an annual publication of the Georgia Board of Nursing’s annual reporting data to offer constituents valuable data regarding the state of pre-licensure nursing education in Georgia. This inaugural collaborative publication addresses the annual report data for the 2023-2024 academic year.

Included are program-level data for the 2023-2024 academic year on total enrollment, academic retention, student demographics, faculty characteristics, program and institutional characteristics, and NCSBN key quality indicators (Spector et al., 2020). Pre-licensure nursing education program offerings by school and institutional characteristics are also described. NCLEX pass rates are reported elsewhere (see [Georgia Board of Nursing Education site](#)).

Where possible, this report reflects the National Forum Nursing Minimum Data Set (NMDS)-Education (2020); where discrepancies or data gaps are identified, recommendations for improving future collection and reporting of pre-licensure nursing education are made and noted.

OVERVIEW OF PRE-LICENSURE NURSING EDUCATION

Pre-licensure nursing programs prepare students for entry to practical nursing (LPN/LVN) and registered nursing (RN) practice, and graduates are eligible to sit for the national licensure exam (NCLEX-PN and NCLEX-RN, respectively).

Completion of a practical nursing program awards either a diploma or certificate of completion, and graduates are eligible to apply for licensure as an PN. There are 3 degree options for which graduates are eligible to apply for licensure as an RN that are offered in Georgia: Associate’s Degree, Bachelor’s Degree, and Master’s Degree. Some states also offer “Diploma Programs” which are typically hospital based in structure and graduates are eligible to apply for licensure as an RN. Of note, there are no “Diploma Programs” in Georgia.

See Appendix 1 for the types of nursing education programs categorized by pre-licensure or post-licensure and a glossary of the pre-licensure nursing program types that prepare students for initial licensure as a Practical Nurse [PN] or Registered Nurse [RN] per the National Forum of State Nursing Workforce Centers (2020) *nursing education program data collection tool*.

Pre-licensure nursing programs have direct regulatory oversight by the Georgia Board of Nursing (state professional licensing board) with specific criteria required for schools of nursing to meet for eligibility to earn and maintain approval status by the board of nursing. Such criteria include, for example, at or greater than 80% first-time pass rate on the national licensing exam (NCLEX) of graduates, faculty to hold certain qualifications, curricular specifications for content inclusion and strategies for teaching and learning, among others. The full references and links to the current requirements for both practical nursing (PN) and registered nursing (RN) pre-licensure nursing education programs per the GBON is provided in Appendix 2.

METHODS

This report was based on data from the annual report survey prepared by the National Council of State Board of Nursing (NCSBN) with supplemental questions added by the Georgia Board of Nursing (GBON) and fielded by the GBON to all pre-licensure nursing programs in Georgia. Questions focus on total enrollment, educational capacity, academic retention, student demographics and support, faculty characteristics and development, programmatic changes and director turnover, and program characteristics—including didactic and clinical learning, simulation, and skills lab. The 2023-2024 annual report survey was fielded from 2024 May 2 through 2024 July 1.

Upon completion of the annual reporting period, NCSBN compiles the aggregate data for each participating nursing regulatory body (state board of nursing) and follows up with programs for missing or incomplete data or any questions about annual report submissions before sharing the survey results and raw data with the respective participating nursing regulatory bodies. The data is then analyzed at the state level and reviewed for informed regulatory decision-making. The de-identified data was then shared with the Georgia Nursing Workforce Center

(GNWC). One additional/new item captured by the GBON with the 2023-2024 annual report survey but was not shared with the GNWC asked programs to attach their most recently completed annual survey for accreditation or other professional association purposes. The GBON plans to use this information for continuing approval decisions for RN programs.

Data are reported in the aggregate by program and degree type. For further usefulness to state-level policy decision making, key data are further separately described by institutional ownership (profit type) and by geographic location and program type. The decision to present the data in this way was to ensure there were no individually identifiable programs. One exception to this is with Table 2 which provides a breakdown of program and degree types by geographic location and profit type. Note a “program” is defined in this report by NCSBN NCLEX code. [Notably, this report is by NCSBN code so collapses program options and pathways accordingly. An expanded list of various program options as of April 2024 are reported elsewhere; The reader is referred to the *Georgia Nursing Education Program Offerings, 2024* report if interested in learning more.] See Appendix 3 for the list of pre-licensure nursing education programs by NCLEX code.

The survey yielded 95 total responses; 3 schools submitted two separate reports for the same NCLEX program code (e.g., distance and traditional BSN or accelerated and traditional BSN) so these data were collapsed into one submission per NCLEX program code and are included in all reporting except for program counts resulting in 92 total programs per distinct NCLEX code for the reporting period.

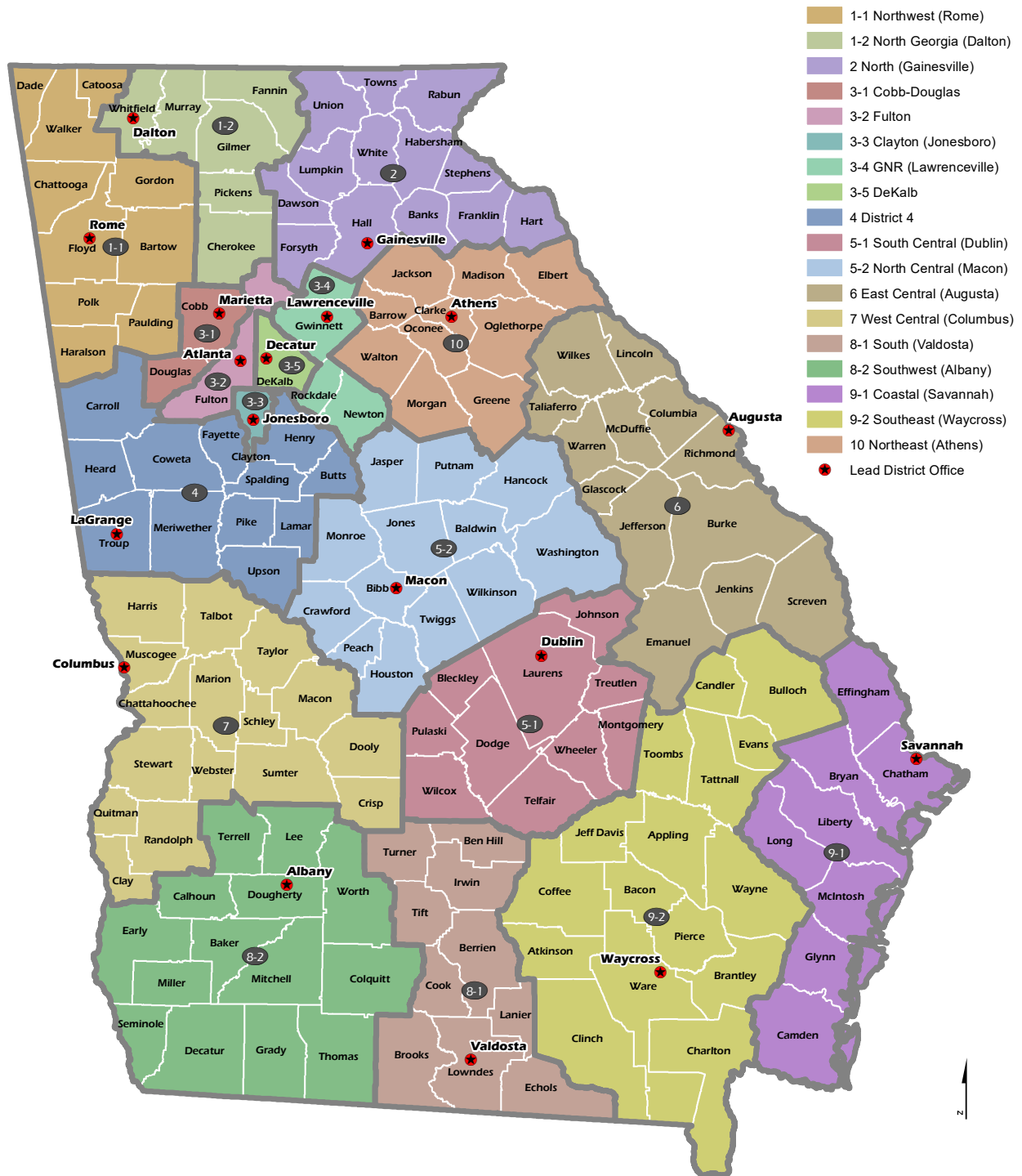
(See Appendix 4 for more about the National Council for State Boards of Nursing (NCSBN) Annual Report Program)

For a regional view, we use the defined public health district regions for Georgia (see Figure 1).

- 1-1 Northwest (Rome)
- 1-2 North Georgia (Dalton)
- 2 North (Gainesville)
- 3-1 Cobb-Douglas
- 3-2 Fulton
- 3-3 Clayton (Jonesboro)
- 3-4 GNR (Lawrenceville)
- 3-5 DeKalb
- 4 District 4
- 5-1 South Central (Dublin)
- 5-2 North Central (Macon)
- 6 East Central (Augusta)
- 7 West Central (Columbus)
- 8-1 South (Valdosta)
- 8-2 Southwest (Albany)
- 9-1 Coastal (Savannah)
- 9-2 Southeast (Waycross)
- 10 Northeast (Athens)

Figure 1 illustrates the regional map of Georgia by public health district.

Figure 1. Public Health District Regional Map of Georgia



Office of Health Indicators for Planning (OHIP)
Georgia Department of Public Health

0 12.5 25 50 Miles

Created: January 2021
Source: Department of Public Health
Projection: Georgia Statewide Lambert Conformal Conic

Note: Georgia Public Health District map reproduced with permission from the Georgia Department of Public Health.

FINDINGS

Overview of Georgia Schools Offering Pre-Licensure Nursing Programs

Table 1 describes a summary of the types of pre-licensure nursing education programs that lead to each licensure level (Practical Nurse [PN], Registered Nurse [RN]) for the state of Georgia, along with a general overview of Georgia pre-licensure nursing programs institutional ownership (profit type), Georgia Board of Nursing approval status, and distribution by public health district.

Of the 92 pre-licensure nursing programs reporting for the 2023-2024 academic year, 24 are practical nursing (PN) programs and 68 are RN programs. There are 3 degree options for which graduates are eligible to apply for licensure as an RN that are offered in Georgia, of which there are 32 associate degree programs, 33 bachelor's (BSN) degree programs, and 3 master's degree pre-licensure nursing programs.

Table 1. Summary of Georgia Pre-Licensure Nursing Programs Offered in Georgia, AY2023-2024

	# Programs ^a	Percentage
Program Type	92	
Practical Nurse (PN)	24	26%
Registered Nurse (RN)	68	74%
Associate's Degree	32	35% ^b , 47% ^c
Bachelor's Degree	33	36% ^b , 49% ^c
Master's Degree	3	3% ^b , 4% ^c
Profit Type	92	
Private, For Profit	5	5%
Private, Not for Profit	19	21%
Public	68	74%
Georgia Board of Nursing Approval Status	92	
Conditional ^d	5	5%
Full Approval	78	85%
Other	9	10%
Public Health District^e	92	
1-1 Northwest (Rome)	9	10%
1-2 North Georgia (Dalton)	3	3%
2 North (Gainesville)	9	10%
3-1 Cobb-Douglas	2	2%
3-2 Fulton	5	5%
3-3 Clayton (Jonesboro)	1	1%
3-4 GNR (Lawrenceville)	5	5%
3-5 DeKalb	7	8%
4 District 4	6	7%
5-1 South Central (Dublin)	1	1%
5-2 North Central (Macon)	9	10%
6 East Central (Augusta)	4	4%
7 West Central (Columbus)	6	7%
8-1 South (Valdosta)	4	4%
8-2 Southwest (Albany)	7	8%
9-1 Coastal (Savannah)	5	5%
9-2 Southeast (Waycross)	7	8%
10 Northeast (Athens)	2	2%

Note: ^aA "program" is defined in this report by NCSBN NCLEX code. ^bOf total program count. ^cOf RN programs. ^dPlease refer to the program approval list on the GBON website for current program approval status. ^eColor-coded to correspond to the public health district regional map of Georgia (see Figure 1).

Of programs that prepare graduates for entry to practice as a registered nurse: 26 associate degree programs offer a “bridge” option for certain applicants, e.g., those with an active paramedic (EMT-P) or LPN license, or are qualified respiratory therapists; 11 baccalaureate programs offer an accelerated option (ABSN) for applicants with non-nursing baccalaureate (or higher) degrees; 4 of these baccalaureate programs offer an accelerated option for applicants holding a current active PN license. See Appendix 3 for a complete list of program options by school.

Table 2 describes the distribution of Georgia pre-licensure nursing programs (including by RN degree type) by institutional ownership (profit type) and school-reported geographic location of rural, urban, or suburban for the primary campus as self reported by nursing programs in the annual report survey.

Notably, a plurality of programs report a rural (41/92, 45%) primary campus location, followed by 27 (29%) reporting an urban and 24 (26%) a suburban primary campus location.

Table 2. Total Georgia Pre-Licensure Nursing Program/Degree Types by Geographic Location and Profit Type

Geographic Location and Profit Type	Total Pre-Licensure	Practical Nurse (PN)	Registered Nurse (RN)			
			RN (Total)	ADN	BSN	Master's
Rural	41	11	30	17	13	0
Private, For Profit	0	0	0	0	0	0
Private, Not for Profit	6	0	6	1	5	0
Public	35	11	24	16	8	0
Suburban^a	24	7	17	5	11	1
Private, For Profit	1	0	1	0	1	0
Private, Not for Profit	8	2	6	0	5	1
Public	15	5	10	5	5	0
Urban	27	6	21	10	9	2
Private, For Profit	4	1	3	2	1	0
Private, Not for Profit	5	0	5	0	4	1
Public	18	5	13	8	4	1
Total	92	24	68	18	32	3

Note: ^aNot rural and not in the core city boundaries.

Table 3 overviews national accreditation of Georgia pre-licensure nursing programs by program type. Note national accreditation is required for RN programs but not required for PN programs per the Georgia Board of Nursing.

Table 3. National Accreditation of Georgia Pre-Licensure Nursing Programs by Program Type

National Accreditation	Program Type		Total
	PN	RN	
No National Accreditation	17	5 ^a	22
Yes National Accreditation	7	63	70
ACEN	7	35	42
CCNE	0	27	27
NLN CNEA	0	1	1
Total	24	68	92

Note: ACEN, Accreditation Commission for Education in Nursing. CCNE, Commission on Collegiate Nursing Education. NLN CNEA, National League for Nursing Commission for Nursing Education Accreditation.

^aAll 5 RN programs reporting no national accreditation were new programs granted “Initial Approval” by the Georgia Board of Nursing during the reporting period and were all actively pursuing accreditation (ACEN); Please refer to the program approval list on the [GBON website](#) for current program approval status.

Georgia Pre-Licensure Nursing Program Enrollment and Academic Retention, AY2023-2024

Most (79/92, 86%) pre-licensure nursing programs in Georgia report having a maximum enrollment capacity.¹

Tables 4a-c details the total enrollment in pre-licensure nursing programs at the start of the 2023-2024 academic year (AY2023-2024).

RN programs comprise the majority of student enrollment for the reporting period (88%) compared to PN programs (12%); with Bachelor's degree programs making up 60% of RN program enrollment and 53% of total enrollment across all pre-licensure program types (Table 4a).

Table 4a. Total Enrollment (AY2023-2024) by Program/Degree Type

Program/Degree Type	# Programs	Total Student Enrollment
PN	24	1,603
RN	68	12,148
Associate's	32	3,925
Bachelor's	33	7,282
Master's	3	941
Total	92	13,751

Note: This table describes the sum of Q51: "How many students are enrolled in the nursing program as of the beginning of the current academic year (2023-2024)?" Data include all pre-licensure students for this program code. Programs can report enrollment numbers for more than one cohort if it applies.

Public institutions serve the largest number of students overall at 70% of total Georgia pre-licensure nursing student enrollment for the reporting period, followed by private for-profit (15%) and private not-for-profit (14%) institutions (Table 4b).

The relative equivalent total enrollment between private for-profit and private not-for-profit institutions is interesting when considering there are 4-times the number of private not-for-profit institutions compared to private for-profit institutions (19 vs 5, respectively).

Table 4b. Total Enrollment (AY2023-2024) by Profit Type

Profit Type	# Programs	Total Student Enrollment
Private, For Profit	5	2,125
Private, Not for Profit	19	1,977
Public	68	9,649
Total	92	13,751

Note: This table describes the sum of Q51: "How many students are enrolled in the nursing program as of the beginning of the current academic year (2023-2024)?" Data include all pre-licensure students for this program code. Programs can report enrollment numbers for more than one cohort if it applies.

The highest PN enrollment is seen in rural programs (n=803/1603, 50%), while RN enrollment is more equally distributed across urban (38%), suburban (36%), and rural (26%) locations (Table 4c).

¹ A data quality concern with respect to accuracy and consistency that merits note here is how capacity is defined and calculated.

Table 4c. Total Enrollment (AY2023-2024) by Geographic Location and Program Type

Geographic Location/Program Type	# Programs	Total Student Enrollment
Rural	41	3,992
PN	11	803
RN	30	3,189
Suburban^a	24	4,658
PN	7	269
RN	17	4,389
Urban	27	5,101
PN	6	531
RN	21	4,570
Total	92	13,751

Note: This table describes the sum of Q51: "How many students are enrolled in the nursing program as of the beginning of the current academic year (2023-2024)?" Data include all pre-licensure students for this program code. Programs can report enrollment numbers for more than one cohort if it applies. ^aNot rural and not in the core city boundaries.

Tables 5a-c describe the graduation/retention rates of programs most recent graduated cohort by program and degree type (Table 5a), by institutional ownership (profit type) (Table 5b), and by geographic location and program type (Table 5c).

RN programs (85%) have higher reported graduation/retention rates than PN programs (71%) (Table 5a), with Master's-entry pre-licensure programs reporting the highest graduation/retention rate overall (99%).

Table 5a. Academic Retention by Program/Degree Type

Program/ Degree Type	# Programs	Cohort ^a	Graduated ^b	Retained ^c	Graduated/ Retained	Graduation/ Retention Rate	Graduation Rate	Retained but not graduated
PN	24	698	427	68	495	71%	61%	10%
RN	68	3693	2712	429	3141	85%	73%	12%
Associate's	32	1514	984	253	1237	82%	65%	17%
Bachelor's	33	1916	1487	157	1644	86%	78%	8%
Master's	3	263	241	19	260	99%	92%	7%
Total	92	4,391	3,139	497	3,636	83%	72%	11%

Note: ^aWhat is the total number of students who started in your last graduating cohort? (That is, realizing that students graduate at different times of the year, what is the number of students who started in the most recent group that graduated?) [Q44]. ^bConsidering the number reported in Q44, how many of those students graduated (this number must be the same as or lower than that in Q44)? ^cConsidering the number reported in question #44, how many students did not graduate and are still actively pursuing coursework?.

Private for-profit institutions reported the lowest graduation rate (55%) compared to private not-for-profit (79%) and public (71%) institutions (Table 5b).

Table 5b. Academic Retention by Profit Type

Profit Type	# Programs	Cohort ^a	Graduated ^b	Retained ^c	Graduated/ Retained	Graduation/ Retention Rate	Graduation Rate	Retained but not graduated
Private, For Profit	5	262	145	61	206	79%	55%	23%
Private, Not for Profit	19	688	543	59	602	88%	79%	9%
Public	68	3441	2451	377	2828	82%	71%	11%
Total	92	4,391	3,139	497	3,636	83%	72%	11%

Note: ^aWhat is the total number of students who started in your last graduating cohort? (That is, realizing that students graduate at different times of the year, what is the number of students who started in the most recent group that graduated?) [Q44]. ^bConsidering the number reported in Q44, how many of those students graduated (this number must be the same as or lower than that in Q44)? ^cConsidering the number reported in question #44, how many students did not graduate and are still actively pursuing coursework?.

Across geographic locations (Table 5c), rural programs reported the lowest graduation rate (63%) compared to suburban (75%) and urban (76%).

Table 5c. Academic Retention by Geographic Location and Program Type

Geographic Location/ Program Type	# Programs	Cohort ^a	Graduated ^b	Retained ^c	Graduated/ Retained	Graduation/ Retention Rate	Graduation Rate	Retained but not graduated
Rural	41	1,431	897	184	1,081	76%	63%	13%
PN	11	308	193	19	212	69%	63%	6%
RN	30	1123	704	165	869	77%	63%	15%
Suburban^a	24	1,096	823	96	919	84%	75%	9%
PN	7	137	74	13	87	64%	54%	10%
RN	17	959	749	83	832	87%	78%	9%
Urban	27	1,864	1,419	217	1,636	88%	76%	12%
PN	6	253	160	36	196	78%	63%	14%
RN	21	1611	1259	181	1440	89%	78%	11%
Total	92	4,391	3,139	497	3,636	83%	72%	11%

Note: ^aWhat is the total number of students who started in your last graduating cohort? (That is, realizing that students graduate at different times of the year, what is the number of students who started in the most recent group that graduated?) [Q44]. ^bConsidering the number reported in Q44, how many of those students graduated (this number must be the same as or lower than that in Q44)? ^cConsidering the number reported in question #44, how many students did not graduate and are still actively pursuing coursework? ^dNot rural and not in the core city boundaries.

Georgia Pre-Licensure Nursing Student Demographics

Tables 6-7 report student demographics by program/degree type, profit type, and geographic location.

Tables 6a-c describe the distribution of student sex across pre-licensure nursing education programs in the 2023–2024 academic year, disaggregated by program and degree type (Table 6a), profit type (Table 6b), geographic location and program type (Table 6c).

Across all 92 programs (12,889 students), 89% are female, 10% male, and 1% other. This distribution is relatively consistent across institutional profit type and geographic location, with the exception of private for-profit programs report a slightly higher percentage of students identifying as other sex (57, 3%) compared to public (7, <1%) and private not-for-profit (0, 0%) programs. Interestingly, RN programs have higher percentage of male students compared to PN programs (11% vs 5%).

Table 6a. Student Sex^a by Program/Degree Type

Program/Degree Type	# Programs	Female	Male	Other	Total
PN	24	1,330 (95%)	69 (5%)	0 (0%)	1,399
RN	68	10,187 (89%)	1,239 (11%)	64 (1%)	11,490
Associate's	32	3,010 (88%)	413 (12%)	0 (0%)	3,423
Bachelor's	33	6,345 (89%)	717 (10%)	64 (1%)	7,126
Master's	3	832 (88%)	109 (12%)	0 (0%)	941
Total	92	11,517 (89%)	1,308 (10%)	64 (1%)	12,889

Note: ^aQuestion: Please provide a detailed breakdown (number of students in each category) by student sex (2023-2024). [60_1] Female; [60_2] Male; [60_3] Other.

Table 6b. Student Sex^a by Profit Type

Profit Type	# Programs	Female	Male	Other	Total
Private, For Profit	5	2,039 (90%)	170 (8%)	57 (3%)	2,266
Private, Not for Profit	19	1,799 (91%)	171 (9%)	0 (0%)	1,970
Public	68	7,679 (89%)	967 (11%)	7 (<1%)	8,653
Total	92	11,517 (89%)	1,308 (10%)	64 (1%)	12,889

Note: ^aQuestion: Please provide a detailed breakdown (number of students in each category) by student sex (2023-2024). [60_1] Female; [60_2] Male; [60_3] Other.

Table 6c. Student Sex^a by Geographic Location and Program Type

Geographic Location/ Program Type	# Programs	Female	Male	Other	Total
Rural	41	3044 (90%)	320 (10%)	0 (0%)	3364
PN	11	543 (95%)	26 (5%)	0 (0%)	569
RN	30	2501 (89%)	294 (11%)	0 (0%)	2795
Suburban^a	24	3907 (88%)	483 (11%)	64 (1%)	4454
PN	7	265 (93%)	20 (7%)	0 (0%)	285
RN	17	3642 (87%)	463 (11%)	64 (2%)	4169
Urban	27	4566 (90%)	505 (10%)	0 (0%)	5071
PN	6	522 (96%)	23 (4%)	0 (0%)	545
RN	21	4044 (89%)	482 (11%)	0 (0%)	4526
Total	92	11,517 (89%)	1,308 (10%)	64 (1%)	12,889

Note: ^aQuestion: Please provide a detailed breakdown (number of students in each category) by student sex (2023-2024). [60_1] Female; [60_2] Male; [60_3] Other. ^bNot rural and not in the core city boundaries.

Tables 7a-c present student age, race, and ethnicity data for the 2023–2024 academic year by program and degree type (Table 7a), profit type (Table 7b), geographic location and program type (Table 7c).

Table 7a. Student Age and Race/Ethnicity by Program/Degree Type

Program/ Degree Type	# ¹	Age ²	Race ²							Ethnicity	
			American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian/ Other Pacific Islander	White	Multi- Racial	Other	Hispanic or Latino	Non- Hispanic or Latino
PN	24	30	5 (0%)	12 (1%)	783 (55%)	45 (3%)	493 (35%)	22 (2%)	67 (5%)	77 (6%)	1225 (94%)
RN	68	27	44 (0%)	635 (6%)	4234 (38%)	25 (0%)	5273 (47%)	364 (3%)	534 (5%)	1082 (10%)	9872 (90%)
Associate's	32	29	11 (0%)	91 (3%)	1223 (35%)	7 (0%)	1838 (53%)	73 (2%)	216 (6%)	282 (9%)	2817 (91%)
Bachelor's	33	25	32 (0%)	478 (7%)	2679 (39%)	18 (0%)	3026 (45%)	258 (4%)	292 (4%)	726 (10%)	6336 (90%)
Master's	3	25	1 (0%)	66 (8%)	332 (38%)	0 (0%)	409 (47%)	33 (4%)	26 (3%)	74 (9%)	719 (91%)
Total	92	28	49 (0%)	647 (5%)	5,017 (40%)	70 (1%)	5,766 (46%)	386 (3%)	601 (5%)	1,159 (9%)	11,097 (91%)

Note: ¹Total number of programs. ²The average age of a student enrolled in the program as of the beginning of the 2023-24 academic year. ³Breakdown of the racial composition (number in each category) of students currently enrolled in the program (2023-24). ⁴Detailed breakdown (number of students in each category) of the ethnic composition of students currently enrolled in the program (2023-24): Hispanic or Latino or Spanish Origin; Non-Hispanic or Latino or Spanish Origin.

Private for-profit institutions enroll a higher proportion of older students and Black students (Table 7b): The average age of students in private for-profit programs is 31-years, compared to public (28 years) and private not-for-profit programs (26 years). Private for-profit institutions reported the highest proportion of Black students at 72%, with approximately 4.5:1 Black students compared to White students enrolled in these programs.

Hispanic students represented 15% of those enrolled in private not-for-profit institutions—the highest among the three sectors, while 9% of public program students and 8% of private for-profit students identified as Hispanic.

Table 7b. Student Age and Race/Ethnicity by Profit Type

Profit Type	# ¹	Age ²	Race ²							Ethnicity	
			American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian/ Other Pacific Islander	White	Multi- Racial	Other	Hispanic or Latino	Non- Hispanic or Latino
Private, For Profit	5	31	27 (1%)	99 (4%)	1,631 (72%)	12 (1%)	356 (16%)	32 (1%)	106 (5%)	171 (8%)	2,095 (92%)
Private, Not for Profit	19	26	3 (0%)	182 (10%)	668 (37%)	2 (0%)	806 (45%)	79 (4%)	68 (4%)	266 (15%)	1,504 (85%)
Public	68	28	19 (0%)	366 (4%)	2,718 (32%)	56 (1%)	4,604 (54%)	275 (3%)	427 (5%)	722 (9%)	7,498 (91%)
Total	92	28	49 (0%)	647 (5%)	5,017 (40%)	70 (1%)	5,766 (46%)	386 (3%)	601 (5%)	1,159 (9%)	11,097 (91%)

Note: ¹Total number of programs. ²The average age of a student enrolled in the program as of the beginning of the 2023-24 academic year. ³Breakdown of the racial composition (number in each category) of students currently enrolled in the program (2023-24). ⁴Detailed breakdown (number of students in each category) of the ethnic composition of students currently enrolled in the program (2023-24): Hispanic or Latino or Spanish Origin; Non-Hispanic or Latino or Spanish Origin.

There is a relatively consistent distribution of age and race/ethnicity across geographic locations: Rural programs reported an average student age of 27 years across 41 programs, while suburban and urban programs reported slightly higher average ages of 28 years, across 24 and 27 programs, respectively. Rural programs report the least racial/ethnic diversity.

When looking at the distribution by geographic location, suburban programs report the highest proportion of Hispanic students (15%) compared to urban (8%) and rural (6%) programs (Table 7c).

Table 7c. Student Age and Race/Ethnicity by Geographic Location and Program Type

Geographic Location/ Program Type	# ¹	Age ²	Race ²							Ethnicity	
			American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian/Other Pacific Islander	White	Multi-Racial	Other	Hispanic or Latino	Non-Hispanic or Latino
Rural	41	27	10 (0%)	38 (1%)	1067 (31%)	48 (1%)	2010 (59%)	61 (2%)	186 (5%)	192 (6%)	3204 (94%)
PN	11	28	0 (0%)	2 (0%)	305 (50%)	44 (7%)	219 (36%)	7 (1%)	36 (6%)	30 (5%)	537 (95%)
RN	30	26	10 (0%)	36 (1%)	762 (27%)	4 (0%)	1791 (64%)	54 (2%)	150 (5%)	162 (6%)	2667 (94%)
Suburban^a	24	28	25 (1%)	293 (7%)	1877 (43%)	15 (0%)	1700 (39%)	149 (3%)	281 (6%)	587 (15%)	3356 (85%)
PN	7	32	1 (0%)	3 (1%)	94 (35%)	0 (0%)	148 (55%)	6 (2%)	17 (6%)	30 (13%)	200 (87%)
RN	17	26	24 (1%)	290 (7%)	1783 (44%)	15 (0%)	1552 (38%)	143 (4%)	264 (6%)	557 (15%)	3156 (85%)
Urban	27	29	14 (0%)	316 (7%)	2073 (43%)	7 (0%)	2056 (43%)	176 (4%)	134 (3%)	380 (8%)	4537 (92%)
PN	6	32	4 (1%)	7 (1%)	384 (70%)	1 (0%)	126 (23%)	9 (2%)	14 (3%)	17 (3%)	488 (97%)
RN	21	28	10 (0%)	309 (7%)	1689 (40%)	6 (0%)	1930 (46%)	167 (4%)	120 (3%)	363 (8%)	4049 (92%)
Total	92	28	49 (0%)	647 (5%)	5017 (40%)	70 (1%)	5766 (46%)	386 (3%)	601 (5%)	1159 (9%)	11097 (91%)

Note: ¹Total number of programs. ²The average age of a student enrolled in the program as of the beginning of the 2023-24 academic year. ³Breakdown of the racial composition (number in each category) of students currently enrolled in the program (2023-24). ⁴Detailed breakdown (number of students in each category) of the ethnic composition of students currently enrolled in the program (2023-24): Hispanic or Latino or Spanish Origin; Non-Hispanic or Latino or Spanish Origin. ^aNot rural and not in the core city boundaries.

Georgia Pre-Licensure Faculty and Director Characteristics

Faculty Characteristics

Table 8 outlines the composition of pre-licensure nursing faculty by position type (full-time, part-time, and clinical adjunct) across the 24 Practical Nursing (PN) and 68 Registered Nursing (RN) programs during the reporting period.

There are 1,027 full-time faculty across all programs: RN programs employ 915 full-time faculty (89%), while PN programs employ 112 (11%). The majority of part-time faculty (96%) teach in RN programs (393/408 part-time faculty), compared to only 15 part-time faculty in PN programs. Clinical adjunct faculty comprise nearly half (45%, 1195/2630) of all instructional personnel reported.

Table 8. Total Faculty by Position Type and Program Type

Program Type	# Programs	Full-Time ¹	Part-Time ²	Clinical Adjunct ³		Total
				Employed by SON	Not Employed by SON	
PN	24	112	15	92	21	240
RN	68	915	393	918	164	2,390
Total	92	1,027	408	1,010	185	2,630

Note: SON, School of Nursing. ¹Full-Time, defined in the Annual Report Survey as, "full-time equivalent (FTE) faculty are expected to work at least 37.5 hours per week and to teach, participate in curriculum development, hold office hours for student advisement, attend faculty meetings, participate in campus-wide events, attend professional development events, take part in scholarly activities, etc." ²Part-Time, defined in the Annual Report Survey as, "part-time faculty work less than 37.5 hours per week and are responsible for assuming teaching responsibilities, usually collaborating with the full-time faculty. They maintain availability to students and communicate effectively with students and colleagues." ³Clinical adjunct faculty are defined in the Annual Report Survey as, "typically staff at the clinical facility that hosts students and they supervise students during clinical rotations. This does not include preceptors."

Full-Time (FT) Faculty Vacancies²

Table 9 details the number of full-time faculty vacancies reported by pre-licensure nursing programs at the time of the report by program type and geographic location. Across all pre-licensure programs 22 programs reported no FT vacancies, 47 reported 3 or less, and 9 reported 4 or more. 14 programs reported “N/A.”

Table 9. Full-Time (FT) Faculty Vacancies² by Geographic Location

Geographic Location	# Programs	# FT vacancies ²
Rural	41	37
Suburban ^a	24	37
Urban	27	56
Total	92	130

Note: ^aNot rural and not in the core city boundaries.

Table 10 presents data on the highest degree held by full-time (FT) and part-time (PT) nursing faculty across the 92 pre-licensure nursing programs by geographic location and program type (PN and RN). The most common highest degree held by faculty across all settings is the Master of Science in Nursing (MSN)—with 838 faculty members (471 FT, 367 PT). Doctoral degrees (DNP, PhD, and other) are held by 372 faculty (307 FT, 65 PT).

Urban programs employ the highest number of doctoral-prepared faculty overall (115 total with DNP, PhD, or other doctorate), followed by suburban (132) and rural (83) programs. RN programs employ the majority of doctoral-prepared faculty. Few PN faculty hold doctoral degrees, particularly in rural areas where no doctoral-prepared PN faculty are reported.

Table 10. Faculty Highest Degree by Geographic Location and Program Type

Geographic Location/ Program Type	# Programs	MS (non-nursing)											
		MSN		Other Master's		DNP		PhD		Doctorate (other)			
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Rural	41	171	48	0	0	1	0	55	9	9	2	17	0
PN	11	16	2	0	0	0	0	0	0	0	0	0	0
RN	30	155	46	0	0	1	0	55	9	9	2	17	0
Suburban^a	24	162	136	2	3	0	1	87	31	66	14	23	2
PN	7	12	6	1	0	0	0	2	1	0	2	1	0
RN	17	150	130	1	3	0	1	85	30	66	12	22	2
Urban	27	138	183	1	2	1	6	104	21	92	7	22	1
PN	6	11	1	0	0	1	0	1	1	1	0	0	0
RN	21	127	182	1	2	0	6	103	20	91	7	22	1
Total	92	471	367	3	5	2	7	246	61	167	23	62	3

Note: ¹Full-Time, defined in the Annual Report Survey as, “full-time equivalent (FTE) faculty are expected to work at least 37.5 hours per week and to teach, participate in curriculum development, hold office hours for student advisement, attend faculty meetings, participate in campus-wide events, attend professional development events, take part in scholarly activities, etc.” ²Part-Time, defined in the Annual Report Survey as, “part-time faculty work less than 37.5 hours per week and are responsible for assuming teaching responsibilities, usually collaborating with the full-time faculty. They maintain availability to students and communicate effectively with students and colleagues.” ³Clinical adjunct faculty are defined in the Annual Report Survey as, “typically staff at the clinical facility that hosts students and they supervise students during clinical rotations. This does not include preceptors.”

² How “faculty vacancy” is defined and how these data are considered and used is a point of concern which merits a note of caution here as vacancy is not equivalent to need. Programs may report no vacancies because budgeted positions are not available secondary to economic constraints.

The National Forum of State Nursing Workforce Centers (National Forum) (2020) *National Nursing Workforce Minimum Datasets: Education* defines faculty vacancy as, “[a] vacant position for a faculty member that is being actively recruited as of the fall semester census date” (p. 7). This necessarily requires funding for said position to exist. As such, faculty vacancy data should not be used as sole grounding for decision making related to need.

Note: The annual report survey for AY2023-2024 asked programs to enter the “Number of FT Vacancies (at time of report). Please enter n/a if not applicable to your program.” No further instructions or definitions were provided. This is changed for future iterations of the annual report survey.

Other Faculty Characteristics

141 full-time pre-licensure faculty across all programs are credentialed as a Certified Nurse Educator (reported as total count at the time of report).

Director Characteristics

Across all (92) pre-licensure program types, 14 (15%) total programs report nurse administrator/directors as having other/additional administrative responsibilities beyond nursing (e.g., allied health), with a higher number of directors of rural programs (9/41, 22%) report having other/additional administrative responsibilities than those in urban (3/27, 11%) or suburban (2/24, 8%) locations. Notably, 11 of the 14 programs reporting nurse administrator/directors as having other/additional administrative responsibilities are public, which accounts for 16% (11/68) of public pre-licensure programs.

Additional Program and Institutional Characteristics

Major organizational change(s) experienced over the past year

A greater proportion of RN programs (37/68, 54%) than PN programs (9/24, 38%) reported experiencing major organizational change(s) over the past year; with rural, public, RN programs (15/24, 63%) reporting the highest proportion of experiencing major organizational change(s) over the past year compared to other RN programs.

Half (46/92) of all Georgia pre-licensure nursing programs reported experiencing major organizational change(s) over the past year, with 21 programs (23%) experiencing a change in university leadership (e.g., Provost or President) (21/92), 19 (21%) new Director, 5 (5%) a new Assistant/Associate Director, and 6 (7%) economic efficiencies/budget reductions.

Other reported types of major organizational change(s) experienced over the past year include change of or new Dean of Nursing (3/92), Associate Dean of Nursing (1/92, 1%), or other leadership change (e.g., Department Chair, VP of Academic Affairs, Interim Director or Nurse Administrator appointment, added additional director to structure) (6/92, 7%), faculty changes (e.g., shortage of faculty, faculty resignations) (3/92, 3%), and loss of Program Assistant (1/92, 1%).

Faculty Support

Across all program types, the vast majority of nursing education programs (92%) reported providing support devoted to faculty development. When disaggregated by program type, this support was more consistently present in Registered Nurse (RN) programs (95%) than in Practical Nurse (PN) programs (81%).

Among those that do provide support, both RN and PN programs most commonly offer monetary support for professional development activities. This form of support was reported by 79% of RN programs and 67% of PN programs. Notably, RN programs more frequently reported multiple forms of support (e.g., combining monetary support with workshops or other strategies), while PN programs more often reported a single form of support.

Substantive periodic workshops—such as hosting external consultants or speakers—were reported by 49% of RN programs and 38% of PN programs. Other forms of support, such as subscriptions to professional development platforms (e.g., ATI Academy, NurseTim), release time for faculty, or institutional development initiatives, were noted in 41% of RN programs and 29% of PN programs.

Teaching and Learning

Program Delivery

41 (45%) of pre-licensure programs are delivered in a hybrid learning format, defined as combining elements of online learning and traditional in-person learning, while 50 (54%) are in-person only. One program (1%) reports being delivered in an online-only format.

Clinical Experiences

Across all pre-licensure nursing programs, most (78/92, 85%) programs report having sufficient clinical placements, while 14 (15%) programs do not. 39% (36/92) of programs participate in a faculty partnership with one or more clinical affiliate facilities, while 61% (56/92) do not.

Student-to-Faculty Ratio (Clinical)

The average student-to-faculty ratio for clinical ranges from 3:1 to 10:1 for PN programs and 4:1 to 10:1 for RN programs (Mode, 1:10 for PN and 1:8 for RN). Of note, the maximum student-to-faculty ratio in clinical allowed by the Georgia Board of Nursing for all pre-licensure nursing programs in the state is 10:1.

Tables 11a-c details the average total contact hours students typically spend for the entire program in clinical (direct patient care³) and simulation⁴ (for the programs that report offering simulated clinical experience as part of their learning).

Table 11a. Clinical^a and Simulation Contact Hours by Program/Degree Type

Program/ Degree Type	# Programs	Clinical	Simulation
PN	24	471	91
RN	68	538	72
Associate's	32	442	75
Bachelor's	33	596	89
Master's	3	550	40
Total Average (weighted)	92	505	71

Note: ^aDirect patient care.

Table 11b. Clinical^a and Simulation Contact Hours by Profit Type

Profit Type	# Programs	Clinical	Simulation
Private, For Profit	5	537	84
Private, Not for Profit	19	546	107
Public	68	490	59
Total Average (weighted)	92	505	71

Note: ^aDirect patient care.

Table 11c. Clinical^a and Simulation Contact Hours by Location and Program Type

Geographic Location/ Program Type	# Programs	Clinical	Simulation
Rural	41	509	60
PN	11	492	30
RN	30	525	74
Suburban^b	24	481	70
PN	7	436	45
RN	17	476	83
Urban	27	519	87
PN	6	458	67
RN	21	528	91
Total Average (weighted)	92	505	71

Note: ^aDirect patient care. ^bNot rural and not in the core city boundaries.

Simulation

16 (67%) of PN programs report having simulation as part of their programming, while 8 (33%) report no use of simulation. Across RN programs, most (30/32; 94%) ADN programs and all BSN and Master's Entry pre-licensure nursing programs report the use of simulation.

³ Direct patient care is defined in the annual report survey as, "faculty supervised face-to-face (in-person) with clients."

⁴ Simulation is defined in the annual report survey per the Healthcare Simulation Dictionary as, "a technique that creates a situation or environment to allow persons to experience a representation of a real [health care] event for the purpose of practice, learning, evaluation, testing, or to gain an understanding of systems or human actions" (Lioce et al., 2020, p. 21).

Of programs that report offering simulated clinical experience as part of their learning, no PN program and one RN program simulation lab is accredited by the Society for Simulation in Healthcare (SSH). No pre-licensure nursing program simulation labs have the Healthcare Simulation Standards Endorsement from the International Nursing Association for Clinical Simulation and Learning (INACSL).

Resources

Skills Lab Contact Hours

On average, pre-licensure nursing students typically spend a total of 114-hours for the entire program in the skills lab, with PN students typically spending more time (141-hours) in the skills lab than RN students (105-hours). However, Master's degree RN students typically spending on average the most time (145-hours) in the skills lab of all pre-licensure students. Of the remaining RN degree types, BSN students typically spend an average of 114-hours in the skills lab and ADN students an average of 92-hours.

NCSBN Quality Indicators and Warning Signs for Pre-Licensure Nursing Programs

Table 12 outlines the NCSBN quality indicators and warning signs for pre-licensure nursing programs and describes the data source (if collected) and percent of programs meeting the respective criteria as applicable for Georgia programs for data collected with the annual report survey. Percentages of programs meeting criteria not collected through the annual report survey is not reported here.

Table 12. NCSBN Quality Indicators and Warning Signs for Pre-Licensure Nursing Programs

	Data Collected? (Data collection source/No)	% Programs Meeting Criterion (Annual Report data only)
Quality Indicators		
Administrative Requirements		
1. The program has criteria for admission, progression, and student performance.	Site Visit, New Program Approval Process	--
2. Written policies and procedures are in place and have been vetted by faculty and students.	Site Visit, New Program Approval Process	--
Program Director		
1. The program director of an RN program is doctorally prepared and has a degree in nursing. ¹	Annual Report, Site Visit	RN: 68% (46 ^a /68)
2. The program director of an LPN/LVN program has a graduate degree and a degree in nursing. ²	Annual Report, Site Visit	PN: 83.3% (20/24)
Faculty³		
1. At a minimum, 35% of the total faculty (including all clinical adjunct, part-time, or other faculty) are employed at the institution as full-time faculty. ⁴	Annual Report, Site Visit	PN: 79% (19/24) RN: 72% (49/68)
2. In RN programs, faculty hold a graduate degree. ⁵	Annual Report, Site Visit	RN: 100% (68/68)
3. In LPN/LVN programs, faculty hold a BSN degree. ⁶	Annual Report, Site Visit	PN: 83% (20/24)
4. Faculty can demonstrate they have been educated in basic instruction of teaching and adult learning principles and curriculum development. This may include the following:	Site Visit	
a. Methods of instruction		
b. Teaching in clinical practice settings		
c. Teaching in simulation settings		
d. How to conduct assessments, including test item writing		
e. Managing "difficult" students.		

5. Faculty can demonstrate participation in continuing education related to nursing education and adult learning pedagogies. ⁷	Site Visit	--
6. The school provides substantive and periodic workshops and presentations devoted to faculty development.	Annual Report, Site Visit	PN: 83% (20/24) RN: 97% (66/68)
7. Formal mentoring of new full-time and part-time faculty takes place by established peers.	Annual Report ⁸ , Site Visit	PN: 96% (23/24) RN: 96% (65/68)
8. Formal orientation of adjunct clinical faculty occurs.	Annual Report, Site Visit	PN: 96% (22/24) RN: 85% (58/68)
9. Clinical faculty have up-to-date clinical skills and have had experience in direct patient care in the past 5 years.	Site Visit (Only PN) ⁹	--
10. Simulation faculty are certified. ¹⁰	Annual Report	PN: 0% (0/24) RN: 22% (15/68)
Students		
1. The nursing program should ensure the following are in place to assist students:	Annual Report	
a. English as a second language assistance is provided. ¹¹	Annual Report	PN: 79% (19/24) RN: 66% (45/68)
b. Assistance is available for students with learning disabilities. ¹²	Annual Report	PN: 100% (24/24) RN: 100% (68/68)
c. All students have books and resources necessary throughout the program and strategies are in place to help students who can't afford books and resources.	Annual Report ¹³ , Site Visit	PN: 100% (24/24) RN: 97% (66/68)
d. Remediation strategies are in place at the beginning of each course and students are aware of how to seek help. ¹¹	Annual Report	PN: 96% (23/24) RN: 91% (62/68)
e. This should include processes to remediate errors and near misses in the clinical setting. ¹¹	Annual Report	PN: 83% (20/24) RN: 79% (54/68)
Curriculum and Clinical Experiences		
1. At least 50% or more of clinical experience in each clinical course is direct care with patients.	Annual Report, Site Visit ¹⁴	PN: 96% (23/24) RN: 99% (67/68)
2. Variety of clinical settings with diverse patients.	Site Visit	--
3. Opportunities for quality and safety education integrated into the curriculum, including delegating effectively, emergency procedures, interprofessional communication, and time management.	Site Visit ¹⁵	--
4. Systematic evaluation plan of the curriculum is in place.	Annual Report, Site Visit	PN: 96% (23/24) RN: 100% (68/68)
Teaching and Learning Resources		
1. The simulation laboratory is accredited. ¹¹	Annual Report	PN: 0% (0/24) RN: 1% (1/68)
2. Students have access to a library, technology, and other resources.	Site Visit	--
3. Programs are able to assess students with learning disabilities and tailor the curriculum to meet their needs.	No ¹⁶	--
Warning Signs		

1. Complaints to BONs or other NRBs from students, faculty, clinical sites, or the public.	Site Visit, Other ¹⁷	--
2. Turnover of program directors (more than three directors in a 5-year period). ¹⁸	Annual Report, Site Visit	PN: 25% (6/24) RN: 6% (4/68)
3. Frequent faculty turnover/cuts in numbers of faculty.	Site Visit	
4. Trend of decreasing NCLEX pass rates. ^b	Annual Report, Site Visit, Other ¹⁹	PN: 42% (10/24) RN: 49% (33/68)
5. High-Risk Programs needing additional oversight, such as Pre-licensure programs younger than 7-years.	Annual Report ²⁰ , Other ²¹	

¹The annual report and site visit address director credentials, but Georgia Board of Nursing (GBON) regulations do not require the RN program director be doctorally prepared. RN program directors are required to have a degree in nursing and hold an active, unencumbered Georgia RN license. ²The annual report and site visit address director credentials, but Georgia Board of Nursing (GBON) regulations do not require the PN program director be Master's prepared. PN program directors are required to have a degree in nursing and hold an active, unencumbered Georgia RN license. ³PN programs are required to submit notification to the GBON within 30 days of newly hired faculty, while RN programs are not required to do this. ⁴Per NCSBN (2020), "At a minimum, 35% of the total faculty (including all clinical adjunct, part-time, or other faculty) are employed at the institution as full-time faculty" (p. S45, Table 12). ⁵The GBON regulatory requirement for RN programs allow for BSN prepared faculty as long as they are showing progression toward an MSN. ⁶GBON regulatory requirements do not require PN faculty to have a BSN. They must be an RN which by default means they either have an ASN, BSN, or graduate from a diploma program. ⁷Continuing education and budgetary allocations to support professional development are addressed in the GBON regulatory requirements; Specifics regarding adult learning pedagogies is not specifically stated; GBON RN and PN rules differ. ⁸The annual report only address formal mentoring of full-time faculty. ⁹RN regulatory requirements per the GBON for faculty do not include specific experiential requirements while PN faculty must have 3 years of relevant RN experience in the past 7 years. ¹⁰The PN and RN rules per the GBON do not specifically address simulation regulation. ¹¹Not specifically required in GBON regulations. ¹²Not specifically required in the regulations but is required by ADA. ¹³The annual report question addresses resources for low socioeconomic students. ¹⁴Not specifically required in the GBON regulations: 40% of PN clinical must be conducted in a hospital setting; RN rules do not specify. ¹⁵Not specifically required in GBON regulations; The specifics that are included differ between PN and RN rules. ¹⁶It is not a GBON regulatory requirement to tailor the curriculum to meet the needs of students with learning disabilities; Typically this is addressed through accommodations as required under ADA. ¹⁷This is kept internally; Sometimes the Board requests a site visit due to complaints. ¹⁸Change in Nurse Administrator is required through a substantive change to ensure regulatory compliance. ¹⁹NCLEX rates are reported annually to the GBON by NCSBN and reviewed for regulatory compliance. ²⁰Calculated based on the year the program was founded on the annual report. ²¹Assessed during the overall program approval process by the GBON.

^a29 DNP, 14 PhD, and 3 EdD; One was still a PhD candidate at the time of the survey. ^bCompared average of the first 2 years of NCLEX-RN pass rates (Q112_1 to Q112_2) to the average of the last 2 years (Q112_4 to Q112_5); These were unweighted averages. NCLEX pass rates are reported elsewhere (see [Georgia Board of Nursing Education site](#)).

DISCUSSION

This report provides an overview of pre-licensure nursing education programs in Georgia for the 2023–2024 academic year.

Of the total 92 pre-licensure nursing programs reporting for the 2023-2024 academic year, 24 are practical nursing (PN) programs and 68 are RN programs. There are 3 degree options for which graduates are eligible to apply for licensure as an RN that are offered in Georgia, of which there are 32 associate degree programs, 33 bachelor's (BSN) degree programs, and 3 master's degree pre-licensure nursing programs.

Geographic Distribution of Programs and Graduation Rates

- A plurality of programs report a rural (41/92, 45%) primary campus location, followed by 27 (29%) reporting an urban and 24 (26%) a suburban primary campus location.
- Private for-profit programs have the lowest reported graduation rate at 55%.

Student Demographics

- RN programs have higher percentage of male students compared to PN programs (11% vs 5%). Across all 92 programs (12,889 students), 89% are female, 10% male, and 1% other.
- Private for-profit institutions reported the highest proportion of Black students at 72%, with approximately 4.5:1 Black students compared to White students enrolled in these programs.
- Hispanic students represented 15% of those enrolled in private not-for-profit institutions, the highest among the three sectors.

Faculty Characteristics

There are 1,027 full-time faculty across all programs during the reporting period: RN programs employ 915 full-time faculty (89%), while PN programs employ 112 (11%). The majority of part-time faculty (96%) teach in RN programs (393/408 part-time faculty), compared to only 15 part-time faculty in PN programs, which may indicate greater use of part-time faculty to meet specific instructional needs in RN programs. Clinical adjunct faculty comprise nearly half (45%, 1195/2630) of all instructional personnel reported, emphasizing their critical role in facilitating clinical education—particularly in RN programs. The large number of adjunct faculty also underscores the importance of clinical partnerships and capacity planning in workforce development. Across all programs, 39% (36/92) participate in a faculty partnership with one or more clinical affiliate facilities, while 61% (56/92) do not.

Overall, RN programs demonstrated greater consistency and diversity in the types of faculty development supports provided. This may reflect greater institutional resources or expectations for continued faculty development within RN program accreditation standards. However, the findings also show a strong commitment to faculty development among PN programs. These patterns highlight opportunities to further bolster faculty development across all nursing programs—particularly by sharing promising practices across program types and ensuring equitable access to development resources.

Limitations

This report focuses exclusively on pre-licensure nursing education programs in Georgia. Post-licensure programs are outside the regulatory scope of the Georgia Board of Nursing (GBON) so were not included. Key limitations include: (1) Data is self-reported and regulatory surveys may influence response behavior. For example, program-reported responses varied in terms of sufficiency of clinical placements. This variation may reflect access issues but more likely differences in interpretation of what constitutes “sufficient” clinical placements or preferred placement models. This question in the annual report survey has been revised for clarity in capturing valuable data to inform statewide planning or preferred placement models and clinical partner engagement; (2) Several important data points were not collected or reported, including admissions data (number of applicants, qualified applicants, and admissions), total graduation counts for the full academic year, faculty demographics (gender, race/ethnicity, age, and license type), and reasons for faculty vacancies; and, (3) Further, survey responses showed a relatively high rate of internal inconsistency. For example, approximately 20% of reported enrollment totals did not match the sum of student counts by sex or by Hispanic ethnicity. Improving survey design and using built-in validation tools could help flag identified inconsistencies in real time, improving future data quality.

Despite these limitations, this report represents the most comprehensive and best available state-level data on Georgia’s pre-licensure nursing education programs. Findings from this report will inform future iterations of the annual regulatory survey and reporting process. For example, beginning with the 2025 report, clearer instructions will guide programs to report enrollment based on Fall Term census.

Recommendations

1. Improve collection of state-level nursing education data and harmonize with national data standards.

Nursing deans and directors must respond to multiple surveys each year for regulatory and other professional purposes. These surveys vary in definitions, scope, and reporting timeframes, creating a fragmented system that is burdensome for schools of nursing, and yields inconsistent, siloed data which severely limits its actual usefulness.

Efforts to establish a robust infrastructure for consistent, timely, long-term collection and sharing of nursing education program data in the state of Georgia have started with working to align the Georgia Board of Nursing’s annual report survey more closely with the National Forum of State Nursing Workforce Centers Nursing Education Minimum Data Set (MDS) (National Forum, 2020) to ensure comprehensive, comparable data collection. For example, the annual report survey for the 2023-2024 reporting period (i.e., the version used to prepare this report) did not ask several key questions to capture data elements critical to understanding the state of nursing education, including the number of applicants, qualified applicants, admissions, and full-year graduation totals. Additionally, faculty demographic data—such as gender, race/ethnicity, age, and license type—were not captured. Further reiterating here specific concern noted by nursing deans and directors around how “capacity” and “faculty vacancies” are defined, calculated, and how faculty vacancy data will be used by readers of this report.² Of note, capacity measures were not included in this report beyond the one item that asked programs whether or not they have a maximum capacity for enrollment (Yes/No) because of serious concern with data accuracy. Notably, modifications made to the 2025 survey reflect initial steps toward reconciliation with the MDS, and these efforts should be expanded in subsequent survey cycles. Critically important for accomplishing such a data infrastructure is the continued intentional and inclusive collaboration of the Georgia Nursing Workforce Center (GNWC), Georgia Board of Nursing (GBON), Georgia Association of Nursing Deans and Directors (GANDD), the Board of Regents of the University System of Georgia, the Technical College System of Georgia, and other relevant state organizations—and responsible data stewardship and governance practices as priority.

Further, trends over time should be monitored across program types, institutional ownership (public, private nonprofit, for-profit), and geographic location—particularly with regard to enrollment (as a proxy for interest in nursing), graduation patterns, and the demographic distribution of students and faculty. Continuing to publish an annual collaborative GNWC/GBON report on the state of Georgia pre-licensure nursing education—coupled with the new [National Council of State Boards of Nursing \(NCSBN\) U.S. Nursing Education dashboard](#)—will allow for benchmarking at the state and program level.

2. Measure what matters and is actionable for informing workforce planning and related policy decisions at the state and national level—particularly related to nursing faculty data.

As nursing education and employment evolves, it is essential to consider future revisions to the Nursing Education Minimum Data Set to ensure that data collection efforts remain meaningful and actionable. Regular review of the utility of current metrics, including whether any should be retired or replaced, can help ensure that data meet the needs of policymakers, educators, and workforce planners. As we plan for the future of nursing education data collection and use, it is further important to ensure that required data/metrics align with what actually matters.

A strong focus of this work should seriously consider nursing faculty data: What does it mean to say a program has “sufficient” faculty? And, beyond just “sufficient” faculty, ought we consider a “flourishing” faculty workforce an attainable (measurable) goal?

3. Expand state-level data collection to capture the employment distribution of graduates from Georgia nursing programs and nursing workforce mobility over time.

Understanding the geographic distribution of where Georgia nurses are working along with the settings (e.g., hospital), roles (e.g., direct patient care, administration, academia), and specialties (e.g., operating room, pediatrics, psych/mental/behavioral health) matters for ensuring appropriate nursing resources are available and accessible when and where they are needed to meet the health and care needs of Georgia. These data not presently available for the Georgia nursing workforce but are foundational for identifying areas of unmet need and supporting effective strategic planning at the programmatic and statewide levels.

As of 2025, the GNWC Executive Director is chairing a new National Forum collaborative project group focused on purposeful and coordinated use of nursing program exit surveys and alumni surveys as the best possible method for capturing such state-level longitudinal data on employment distribution of graduates, nursing workforce mobility—including retention in the workforce, profession, and state, and on the impact and value of nursing education programs (inclusive of student debt).

Medical school and residency (Graduate Medical Education [GME]) exit surveys offer clear examples of the value of using program exit surveys for garnering actionable workforce insights. In Georgia, these surveys are administered by the Georgia Board of Health Care Workforce (GBHCW); more than 15-years of state-level data for Georgia is available: See the [GBHCW Medical School Graduate Survey Reports](#), [GME Survey Reports](#), and the [Georgia Match Results & Graduate Medical Education Dashboard](#).

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⁵ Assistance with formatting and improving the flow of this report was provided by ChatGPT-4.0, an AI language model developed by OpenAI (2023).

⁶ The opportunity for intentional use of color as an added visual language is leveraged with the Georgia Nursing Workforce Center logo. Recognizing the power of color to influence and connect in a purposeful way, Pantone has selected a color of the year for over 60 years to capture the state of the world for the upcoming year. For this *State of Georgia Pre-Licensure Nursing Education, 2023-2024* report, the Pantone 2018 Color of the Year, Ultra Violet, was selected as,

“[a] dramatically provocative and thoughtful purple shade, PANTONE 18-3838 Ultra Violet communicates originality, ingenuity, and visionary thinking that points us toward the future. Complex and contemplative, Ultra Violet suggests the mysteries of the cosmos, the intrigue of what lies ahead, and the discoveries beyond where we are now. The vast and limitless night sky is symbolic of what is possible and continues to inspire the desire to pursue a world beyond our own. ... Nuanced and full of emotion, the depth of PANTONE 18-3838 Ultra Violet symbolizes experimentation and non-conformity, spurring individuals to imagine their unique mark on the world, and push boundaries through creative outlets” (Pantone, 2018, para. 1-3). [HEX# 5f4b8b]

APPENDIX 1. NURSING EDUCATION MINIMUM DATASET (National Forum, 2020)

The National Forum of State Nursing Workforce Centers (2020) *nursing education program data collection tool* is a publicly available instrument to support the *useful* collection of nursing education program data. Instructions for collecting the Nursing Education Minimum Dataset are provided as, “[u]sing the same definitions and variables presented in this document will increase consistency and promote comparability of data” (p. 1): (1) “Jurisdiction/state level data should be collected on an annual basis from every nursing program/institution; and, (2) Data should be collected separately on each type of nursing program offered:

Pre-Licensure Programs

- Practical/vocational nurse (PN/VN)
- Diploma registered nurse (RN)
- Associate Degree, Generic
- Associate Degree, Bridge
- Baccalaureate Degree Program, Generic
- Baccalaureate Degree Program, 2nd Degree
- Master’s Program
- LPN to BSN

Post-Licensure Programs

- Post-licensure LPN to BSN⁷
- Post-licensure RN to BSN”

(National Forum, 2020, p. 1)

⁷ LPN-to-BSN programs are categorized as pre-licensure in this report: While LPN-to-BSN programs are indeed post-licensure practical nursing, the programs prepare students for entry to practice as a registered nurse (RN); graduates of LPN to BSN programs are eligible to sit for the NCLEX-RN.

Glossary of Pre-Licensure Nursing Program Types (National Forum, 2020)

Program Type	Definition
ADN/ASN Program, Generic	A program of instruction that requires at least two years of full-time equivalent college academic work generally within a junior or community college, the completion of which results in an associate degree with a major in nursing and eligibility to apply for licensure as an RN. This may also be called a “traditional” curriculum sequence. ^a
ADN/ASN Program, Bridge	A pre-licensure RN associate degree program with a curriculum sequence for students having some formal training in nursing or a related field. Bridge programs typically accelerate the degree completion for students who are licensed as an LPN or paramedic, for example. Completion results in an associate degree with a major in nursing and eligibility to apply for licensure as an RN.
Diploma Program	A program of instruction that requires two to three years of full-time equivalent coursework, usually within a hospital-based structural unit, the completion of which results in a diploma or certificate of completion and eligibility to apply for licensure as an RN. ^{a,b}
Pre-licensure BSN Program, Second Degree	A program of instruction to prepare registered nurses that admits students with baccalaureate degrees in other disciplines and no previous nursing education and, at completion, awards a baccalaureate degree in nursing and eligibility to apply for licensure as an RN. The curriculum is designed to be completed in less time than the generic (entry-level) baccalaureate program usually through a combination of “bridge”/transition courses. ^a
Pre-licensure MSN Program (Entry MSN)	A program of instruction that admits students with baccalaureate degrees in other disciplines and no previous nursing education. The program prepares graduates for entry into the profession, eligibility to apply for licensure as an RN, and upon completion awards a master’s degree (e.g., MSN, MS, MA, etc.) in nursing. ^a
	Do not include licensed students in these counts. ^{a,c}
Pre-licensure BSN Program, Generic	A program of instruction to prepare registered nurses that admits students with no previous nursing education, the completion of which results in a baccalaureate degree (e.g., BA, BS, BSN, etc.) with a major in nursing and eligibility to apply for licensure as an RN. The program requires at least four years but not more than five years of full-time equivalent college academic work within in a senior college or university. ^a
PN/VN Program	A program of instruction that requires at least one year of full-time equivalent coursework generally within a high school, vocational/technical school or community/junior college setting, the completion of which results in a diploma or certificate of completion and eligibility to apply for licensure as an LPN/VN.
	Please combine all curriculum options or tracks for your pre-licensure LPN program. For example, if your state collects separate data on advanced placement CNA-to-LPN program tracks, please combine it with data on generic or traditional LPN program tracks. ^{a,c}

Note: The definitions included in this glossary were copied verbatim from the national nursing workforce minimum datasets: Nursing education program data collection tool glossary (National Forum, 2020 December, pp. 7-9). ^aSource: Interagency Collaborative on Nursing Statistics (ICONS) – some items adapted to facilitate proper data collection: <http://www.iconsdata.org/educationrelated.htm>” (National Forum, 2020 December, p. 9). ^bThere are no diploma (hospital-based) programs in Georgia. ^cAdditional data guidance is included per the National Forum.

APPENDIX 2. GEORGIA BOARD OF NURSING REQUIREMENTS FOR NURSING EDUCATION PROGRAMS

Ga. Comp. R. & Regs.

Georgia Administrative Code

Department 410. RULES OF GEORGIA BOARD OF NURSING

Chapter 410-9 LICENSED PRACTICAL NURSING EDUCATION PROGRAMS

Current through Rules and Regulations filed through July 9, 2025

(See: <https://rules.sos.ga.gov/gac/410-9>)

Ga. Comp. R. & Regs.

Georgia Administrative Code

Department 410. RULES OF GEORGIA BOARD OF NURSING

Chapter 410-8. REGISTERED NURSING EDUCATION PROGRAMS

Current through Rules and Regulations filed through July 9, 2025

(See: <https://rules.sos.ga.gov/gac/410-8>)

APPENDIX 3. GEORGIA PRE-LICENSURE NURSING EDUCATION PROGRAMS

Table A. Georgia Practical Nursing (PN) Pre-Licensure Nursing Education Programs

Full Name of Program	Program Type	NCLEX Code	All Pre-Licensure Program Offerings	Main Campus	Satellite Sites
Albany Technical College	PN	US05109100	LPN	Albany	n/a
Athens Technical College	PN	US05108400	LPN	Elberton	n/a
Augusta Technical College	PN	US05100500	LPN	Augusta	Thomson, GA and Waynesboro, GA
Central Georgia Technical College	PN	US05105100	LPN	Warner Robins	Macon, GA and Milledgeville, GA
Chattahoochee Technical College	PN	US05100000	LPN	Marietta	n/a
Coastal Pines Technical College	PN	US05101100	LPN	Waycross	Jesup, Alma, Brunswick, Baxley, St. Marys
Columbus Technical College	PN	US05103600	LPN	Columbus	n/a
Dalton State College	PN	US05108600	LPN	Dalton	n/a
Dignity Nursing School (Dallas)	PN	US05110100	LPN	Dallas	n/a
Georgia Northwestern Technical College	PN	US05105300	LPN	Rome	Rock Spring
Georgia Piedmont Technical College	PN	US05102500	LPN	Covington	n/a
Lanier Technical College	PN	US05102600	LPN	Gainesville	Cumming, GA
Mentee College (Lawrenceville)	PN	US5110200	LPN	Lawrenceville	n/a
North Georgia Technical College	PN	US05109000	LPN	Toccoa	Toccoa, GA, Blairsville, GA.
Oconee Fall Line Technical College	PN	US05106100	LPN	Sandersville	Dublin
Ogeechee Technical College	PN	US05100900	LPN	Statesboro	n/a
Savannah Technical College	PN	US05105200	LPN	Savannah	Hinesville
South College (Atlanta Campus)	PN	US05110000	LPN	Atlanta	n/a
South Georgia Technical College	PN	US05105800	LPN	Americus	Cordele, GA
Southeastern Technical College	PN	US05100700	LPN	Vidalia	Swainsboro, Georgia
Southern Crescent Technical College	PN	US05109300	LPN	Griffin	Thomaston
Southern Regional Technical College	PN	US05106900	LPN	Thomasville	Bainbridge, Blakely, Moultrie, Thomasville, Tifton
West Georgia Technical College	PN	US05107800	LPN	Waco	Newnan and LaGrange
Wiregrass Georgia Technical College	PN	US05108800	LPN	Valdosta	Fitzgerald, Georgia; Douglas, Georgia

Note: This appendix lists the 24 PN pre-licensure nursing programs in Georgia.

Table B. Georgia Registered Nursing (RN) Pre-Licensure Nursing Education Programs

Full Name of Program	Program Type	NCLEX Code	Pre-Licensure Program Offerings	Main Campus	Satellite Sites
Abraham Baldwin Agricultural College	RN	US05408600	LPN to RN,Associate Degree,Paramedic to RN, Respiratory Therapy to RN	Tifton	Bainbridge, Georgia
Albany State University	RN	US05406500	LPN to RN,Associate Degree,Paramedic to RN,B accalaureate Degree (Pre-licensure)	Albany	Cordele GA
Albany State University	RN	US05507600	LPN to RN,Associate Degree,Paramedic to RN, Baccalaureate Degree (Pre-licensure)	Albany	n/a
Albany Technical College	RN	US05409600	Associate Degree	Albany	n/a
Andrew College	RN	US05410300	Associate Degree	Cuthbert	n/a
Athens Technical College	RN	US05401400	LPN to RN,Associate Degree,Paramedic to RN	Athens	Monroe, Georgia
Atlanta Technical College	RN	US05400300	LPN to RN,Associate Degree	Atlanta	n/a
Augusta Technical College	RN	US05409400	LPN to RN,Associate Degree	Augusta	n/a
Augusta University	RN	US05508100	Baccalaureate Degree (Pre-licensure),Master's Degree (Pre-licensure)	Augusta	Athens, GA
Augusta University	RN	US05504000	Baccalaureate Degree (Pre-licensure),Master's Degree (Pre-licensure)	Augusta	Athens, GA
Berry College	RN	US05501700	Baccalaureate Degree (Pre-licensure)	Mount Berry	n/a
Brenau University	RN	US05505800	Baccalaureate Degree (Pre-licensure),Master's Degree (Pre-licensure)	Gainesville	Norcross, GA
Brenau University (Gainesville)	RN	US05510100	Baccalaureate Degree (Pre-licensure),Master's Degree (Pre-licensure)	Norcross	n/a
Brewton-Parker College (Mt. Vernon)	RN	US05510200	Baccalaureate Degree (Pre-licensure)	Mt. Vernon	n/a
Cambridge College of Healthcare & Technology (Atlanta)	RN	US05410800	LPN to RN,Associate Degree,Paramedic to RN, Respiratory Therapy to RN	Atlanta	n/a
Central Georgia Technical College	RN	US05409800	LPN to RN,Associate Degree,Paramedic to RN	Warner Robins	Macon, GA and Milledgeville, GA
Chamberlain University	RN	US05501200	Baccalaureate Degree (Pre-licensure)	Sandy Springs	Stockbridge
Chattahoochee Technical College	RN	US05407700	LPN to RN,Associate Degree	Paulding	n/a
Clayton State University	RN	US05500600	Baccalaureate Degree (Pre-licensure)	Morrow	Peachtree City Georgia/Second Instructional Site
Coastal Pines Technical College	RN	US05410500	Associate Degree	Waycross	n/a
College of Coastal Georgia	RN	US05407300	Associate Degree	Brunswick	n/a
College of Coastal Georgia	RN	US05500900	Baccalaureate Degree (Pre-licensure)	Brunswick	n/a

Columbus State University	RN	US05500000	Baccalaureate Degree (Pre-licensure)	Columbus	n/a
Columbus Technical College	RN	US05402000	LPN to RN,Associate Degree	Columbus	n/a
Dalton State College	RN	US05406900	LPN to RN,Associate Degree,Paramedic to RN	Dalton	n/a
Emory University	RN	US05508800	Baccalaureate Degree (Pre-licensure), DABSN (Distance Accelerated BSN) Program	Atlanta	n/a
Emory University	RN	US05510000	Master's Degree (Pre-licensure)	Atlanta	n/a
Fort Valley State University	RN	US05510400	Baccalaureate Degree (Pre-licensure)	Fort Valley	n/a
Georgia College & State University	RN	US05505700	Baccalaureate Degree (Pre-licensure)	Milledgeville	n/a
Georgia Gwinnett College	RN	US05501400	Baccalaureate Degree (Pre-licensure)	Lawrenceville	n/a
Georgia Highlands College	RN	US05408300	LPN to RN,Associate Degree,Paramedic to RN, LPN/Paramedic Bridge Program	Rome	n/a
Georgia Northwestern Technical College	RN	US05401500	Associate Degree	Rock Spring	n/a
Georgia Southern University	RN	US05507200	LPN to RN,Baccalaureate Degree (Pre-licensure), Master's Degree (Pre-licensure)	Savannah	Savannah and Statesboro
Georgia Southwestern State University	RN	US05410600	Associate Degree	Americus	n/a
Georgia Southwestern State University	RN	US05501000	Associate Degree,Baccalaureate Degree (Pre-licensure)	Americus	n/a
Georgia State University	RN	US05407100	LPN to RN,Associate Degree	Clarkston	n/a
Georgia State University	RN	US05507400	LPN to RN,Baccalaureate Degree (Pre-licensure)	Atlanta	n/a
Gordon State College	RN	US05406300	LPN to RN,Associate Degree,Baccalaureate Degree (Pre-licensure)	Barnesville	n/a
Gordon State College	RN	US05509900	LPN to RN,Associate Degree,Paramedic to RN,Baccalaureate Degree (Pre-licensure)	Barnesville	n/a
Gwinnett Technical College	RN	US05409000	LPN to RN,Associate Degree,Paramedic to RN	Lawrenceville	n/a
Herzing University (Atlanta)	RN	US05503000	Baccalaureate Degree (Pre-licensure)	Atlanta	n/a
Kennesaw State University	RN	US05500100	Baccalaureate Degree (Pre-licensure)	Kennesaw	n/a
LaGrange College	RN	US05500500	Baccalaureate Degree (Pre-licensure)	LaGrange	n/a
Lanier Technical College	RN	US05410400	Associate Degree	Gainesville	n/a
Mercer University - Georgia Baptist College of Nursing	RN	US05500300	Baccalaureate Degree (Pre-licensure) Traditional track; Accelerated BSN track	Atlanta	Atlanta

Middle Georgia State University	RN	US05400200	Associate Degree,Baccalaureate Degree (Pre-licensure)	Macon	Dublin and Cochran
Middle Georgia State University	RN	US05500700	Associate Degree,Baccalaureate Degree (Pre-licensure)	Macon	Macon, Warner Robins, Dublin
North Georgia Technical College	RN	US05400400	LPN to RN,Associate Degree	Clarkesville	Blairsville, Georgia (Generic Option); Toccoa, Georgia (Bridge Option)
Oconee Fall Line Technical College	RN	US05410100	LPN to RN,Associate Degree,Paramedic to RN	Sandersville	Dublin
Ogeechee Technical College	RN	US05410900	Associate Degree	Statesboro	n/a
Piedmont College	RN	US05501100	Baccalaureate Degree (Pre-licensure)	Demorest	Athens and Demorest Georgia
Reinhardt University	RN	US05509100	Baccalaureate Degree (Pre-licensure)	Waleska	n/a
Shorter University	RN	US05500800	Baccalaureate Degree (Pre-licensure)	Rome	n/a
South College (Atlanta Campus)	RN	US05410700	LPN to RN,Associate Degree	Atlanta	n/a
South College (Atlanta Campus)	RN	US05509500	Baccalaureate Degree (Pre-licensure)	Atlanta	n/a
South Georgia State College	RN	US05406800	LPN to RN,Associate Degree	Douglas	Waycross, GA
South University (Savannah)	RN	US05510300	Baccalaureate Degree (Pre-licensure)	Savannah	n/a
Southeastern Technical College	RN	US05410000	LPN to RN,Associate Degree,Paramedic to RN	Vidalia	Swainsboro, Georgia
Southern Crescent Technical College	RN	US05410200	Associate Degree	Griffin	Thomaston and McDonough
Southern Regional Technical College	RN	US05400000	LPN to RN,Associate Degree	Thomasville	Tifton, GA (Generic option); Moultrie, GA (LPN-RN Bridge option)
Toccoa Falls College Fetterman	RN	US05509300	Baccalaureate Degree (Pre-licensure)	Toccoa Falls	n/a
Truett McConnell University	RN	US05501600	Baccalaureate Degree (Pre-licensure)	Cleveland	n/a
University of North Georgia	RN	US05508900	Baccalaureate Degree (Pre-licensure)	Dahlonega	Gainesville
University of West Georgia	RN	US05502100	Baccalaureate Degree (Pre-licensure)	Carrollton	Newnan, Georgia
Valdosta State University	RN	US05507700	Baccalaureate Degree (Pre-licensure)	Valdosta	n/a
Wesleyan College	RN	US05501300	Baccalaureate Degree (Pre-licensure)	Macon	n/a
West Georgia Technical College	RN	US05402100	LPN to RN,Associate Degree	Waco	LaGrange, Newnan, Waco
Wiregrass Georgia Technical College	RN	US05400600	LPN to RN,Associate Degree,Paramedic to RN	Valdosta	Douglas and Fitzgerald

Note: This appendix lists the 68 RN pre-licensure nursing programs in Georgia.

APPENDIX 4. ABOUT THE NCSBN ANNUAL REPORT PROGRAM

The Georgia Board of Nursing participates in the National Council for State Boards of Nursing (NCSBN) Annual Report Program which was developed after a research study conducted between 2017 and 2020 to identify key quality indicators and warning signs of approved nursing education programs (Spector et al., 2020). The Annual Report Program aims to contribute to consistency in data reporting and verification.

Annual reporting is a vital component of nursing regulation and offers the nursing regulatory bodies valuable insight into the nursing education programs including identifying key quality indicators of approved pre-licensure nursing education programs as well as possible warning signs that nursing education programs are falling below benchmarks or standard requirements. All approved pre-licensure nursing education programs in Georgia are required to submit an annual report in July each year as outlined in the Georgia Board of Nursing rules and regulations.

The Annual Report is comprised of two main sections, the core survey (50 questions standardized by NCSBN) and a section designated for respective nursing regulatory bodies to add additional questions deemed necessary in reviewing and evaluating their jurisdiction's approved nursing programs. The Georgia Board of Nursing conducts an annual review of the Annual Report, including the additional questions section, each May for necessary revisions. Once the revisions are approved and finalized, the Annual Report survey link is shared with all approved nursing education program Nurse Administrators. The Nursing Education Consultant also provides supplemental instructions to the Nurse Administrators to ensure data accuracy and consistency. Questions related to the NCSBN quality indicators and possible warning signs are included as part of the core survey and included in this report as a distinct section.