



Program Characteristics in Professional Nursing Programs

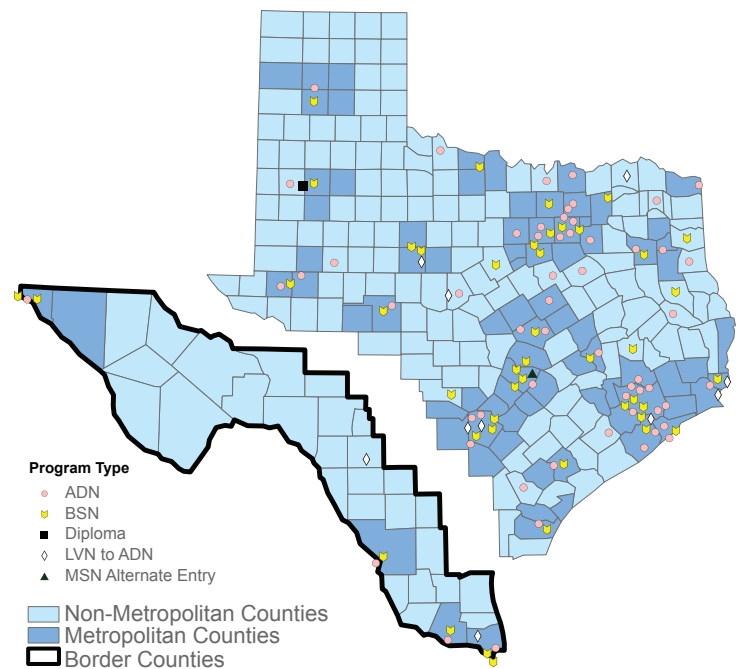
2013

This update presents data for the 113 pre-licensure registered nursing (RN) programs in Texas during the 2013 reporting year, including:

- 1 Diploma program,
- 68 Associate Degree in Nursing (ADN) programs, including 58 ADN generic programs and 10 Licensed Vocational Nursing to Associate Degree in Nursing (LVN to ADN) programs,
- 43 Bachelor of Science in Nursing (BSN) programs, and
- 1 Master of Science in Nursing Alternate Entry (MSN AE) program.

The Texas Center for Nursing Workforce Studies (TCNWS) collected data in the 2013 Board of Nursing's (BON) Nursing Education Program Information Survey (NEPIS) that was available online as of October 1, 2013. The reporting period was academic year (AY) 2012-2013 (September 1, 2012 – August 31, 2013) unless otherwise noted. TCNWS collaborated with the BON in the design and dissemination of the survey.

Figure 1. Geographic Location of Nursing Programs by Type



Geographic Location of Professional Nursing Programs

The 113 professional nursing education programs in Texas represented an increase from the 2012 reporting year. There were two program closures and nine new programs with enrollment data reported during the 2013 reporting year.

Figure 1 presents the locations of the 113 professional nursing programs in Texas by metropolitan and non-metropolitan counties. Table 1 summarizes the location of programs by type and geographic designation.

- 12 professional nursing programs (10.6%) were located in the border region of Texas.
- 20 programs were located in the non-metropolitan, non-border area of Texas. One program was located in a county that was classified as non-metropolitan in 2012 but changed to metropolitan in 2013.
- Only one program was located in a non-metro border county.
- 71.7% of programs were located in the metropolitan non-border counties of Texas.

Table 1. Geographic Designation of Main Campuses

Program Affiliation	Geographic Designation				Total
	Metro Border	Metro Non-Border	Non-Metro Border	Non-Metro Non-Border	
Diploma	0	1	0	0	1
ADN	5	40	0	13	58
LVN to ADN	1	6	1	2	10
BSN	5	33	0	5	43
MSN AE	0	1	0	0	1
Total	11	81	1	20	113



Changes in the Number of Professional Nursing Programs

Table 2 displays the changes over time in the number of professional nursing programs.

- Although some programs have closed during the past seven years, enough new programs have continued to open to ensure the number of professional nursing programs increased every year.
- During the academic year 2012-2013, nine new programs opened and two programs closed.

Table 2. Changes in the Number of Professional Nursing Programs, 2007-2013

	# New Programs	# Closed Programs	Total # of Programs
2007	3	1	86
2008	6	0	92
2009	2	1	93
2010	5	2	96
2011	9	0	105
2012	2	1	106
2013	9	2	113

Table 3 shows the number of professional nursing programs, by program type, over the past eight years.

- The number of diploma and MSN Alternate Entry programs has remained relatively steady from 2006 to 2013.
- LVN to ADN stand-alone programs increased from 2006 to 2008, then decreased to eight programs from 2008 to 2011. In the past two years, LVN to ADN stand-alone programs have increased.
- ADN programs increased steadily from 2006 to 2011, decreased slightly from 2011 to 2012, and then increased by one program from 2012 to 2013.
- The number of BSN programs increased by 72% from 2006 to 2013. From 2012 to 2013, five new BSN programs opened.

Table 3. Number of Professional Nursing Programs by Program Type, 2006-2013

	Diploma	LVN to ADN (Stand-Alone)	ADN	BSN	MSN AE
2006	2	5	51	25	1
2007	2	7	50	26	1
2008	2	10	50	29	1
2009	2	9	52	29	1
2010	1	8	54	32	1
2011	1	8	58	37	1
2012	1	9	57	38	1
2013	1	10	58	43	1

Governing Institutions

Of the 113 professional nursing programs operating in Texas during the AY 2012-2013, 83 operated within public colleges and universities, 17 within private colleges and universities, 7 within career schools and colleges, 5 within health science centers, and 1 within a hospital.

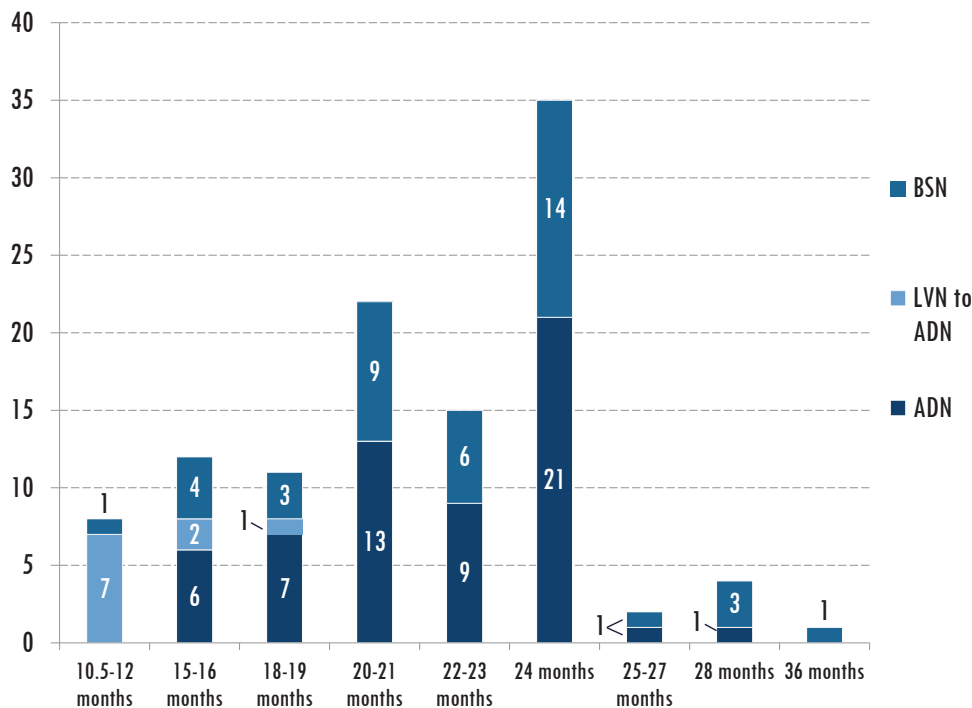
- 89 programs (78.8%) were governed by public institutions.
- 24 programs (21.2%) were governed by private institutions. 16 of these programs were governed by private, non-profit institutions and 8 programs were governed by private, for-profit institutions.

Length of Curriculum in Professional Nursing Programs

In the 2013 NEPIS, programs were asked to report the length of their nursing curriculum in months, not including nursing prerequisites.

- The one diploma program was 19 months in length and the one MSN program was 12 months.
- ADN programs ranged from 16 to 28 months in length. The mean and median length for ADN programs was 21.6 and 22 months, respectively.
- LVN to ADN programs ranged from 10.5 to 18 months in length. The mean and median lengths for LVN to ADN programs were both 12 months.
- BSN programs ranged from 12 to 36 months in length. The mean and median length for BSN programs was 22.1 months and 22.8 months, respectively. Figure 2 shows the number of programs that reported each value of nursing curriculum length.
- 21 ADN programs and 14 BSN programs reported a nursing curriculum length of 24 months.
- 13 ADN and 9 BSN programs reported a 20 or 21 month curriculum.
- 1 BSN, 1 MSN alternate entry, and 6 LVN to ADN programs reported a 12 month curriculum.

Figure 2. Frequency of Nursing Curriculum Length by Program Type



Program Tracks in Professional Nursing Programs

Program tracks are alternate pathways that a student may take within a nursing education program to meet the program's objectives or outcomes. 96 of the 113 RN programs (85%) offered tracks in addition to their basic program. 9 ADN and 8 BSN programs did not offer any additional program tracks.

- 58 programs (51.3%), including 10 stand-alone LVN to ADN programs, offered an LVN to ADN track.
- 30 programs (26.5%) offered an RN to BSN track.
- 18 programs (15.9%) offered a paramedic to ADN track.
- 17 programs (15%) offered a bachelor's to BSN track.
- 16 programs (14.2%) offered an accelerated/compressed curriculum.

to paramedics, 2.7% of programs offered advanced placement to allied health professionals, 2.7% offered advanced placement to those with baccalaureate/master's degrees in other disciplines, and 4.4% offered advanced placement to military healthcare personnel.

- 16.8% of programs do not grant advanced placement.

There were several mechanisms used by programs to grant advanced placement to students. Such mechanisms included direct transfer of credit or granting credit with a transition course, the completion of designated courses, passing written exam(s), or tech prep courses. Table 5 indicates the types of mechanisms used to grant advanced placement by program type.

- Direct transfer of credit was the most widely used mechanism to grant advanced placement to pre-licensure nursing students across all program types, followed by granting credit with a transition course.
- 70.8% of programs used direct transfer of credit and 41.6% of programs granted credit with a transition course to grant advanced placement.

*Note: Advanced Placement is defined as a mechanism by which students with relevant prior education and/or experience may be offered course credit by meeting certain other requirements

Advanced Placement in Professional Nursing Programs

Some professional nursing students may be eligible for advanced placement*. Those students include students with prior VN or RN nursing education, paramedics, students with a background in allied health, LVNs, or students that hold a baccalaureate or master's degree in a discipline other than nursing.

- As shown in Table 4, more than half of programs (57.5%) offered advanced placement to LVNs and 56.6% of programs offered advanced placement to students with some prior VN or RN education.
- 15.9% of programs offered advanced placement

Table 4. Number of Programs that Grant Different Types of Students Advanced Placement by Program Type

Program Type	Students with prior VN or RN nursing education	Type of Advanced Placement				
		Paramedic	Allied health	LVN	Baccalaureate/master's in discipline other than nursing	Military healthcare personnel
Diploma	0	0	0	1	0	0
ADN	39	18	3	47	0	4
LVN to ADN	1	0	0	5	0	0
BSN	24	0	0	12	3	1
MSN AE	0	0	0	0	0	0
Total	64	18	3	65	3	5



Table 5. Number of Programs Using Different Mechanisms to Grant Advanced Placement by Program Type

Program Type	Type of Advanced Placement				
	Direct transfer of credit	Grant credit with transition course	Grant credit with completion of designated courses	Grant credit with passing written exam(s)	Tech prep courses*
Diploma	1	0	1	1	0
ADN	47	39	19	17	5
LVN to ADN	5	2	0	1	0
BSN	27	6	10	14	0
MSN AE	0	0	0	0	0
Total	80	47	30	33	5

*Tech prep courses are courses taken as part of a tech prep program. Section 2, Chapter 61, Subchapter T of the Texas Education Code defines tech prep programs as programs of study that combine secondary and post-secondary study through the integration of academic instruction with vocational and technical instruction. For more information on Tech Prep programs please see the above stated section of the Texas Education Code.

Online Availability of Professional Nursing Programs

Programs were asked whether they offered nursing courses via online technology. Of the 113 total professional nursing programs:

- Six programs (5.3%) offered the entire didactic program curriculum online. Of these, one was an ADN program and five were BSN programs.
- 38 programs (33.6%) offered select courses online. Of these, 21 were ADN, 2 were LVN to ADN, and 15 were BSN programs.
- 64 programs (56.6%) offered web-enhanced sections of courses online. Of these, 34 were ADN, 3 were LVN to ADN, 1 was a diploma program, and 26 were BSN programs.
- 37 programs (32.7%) had no online course availability. These included 17 ADN, 6 LVN to ADN, 13 BSN, and 1 MSN alternate entry programs.

Please note that programs may offer select courses entirely online and select courses as hybrids. Also note that all programs, whether or not they offered any portion of their program online, offered hands-on, face-to-face clinical experiences. Didactic curriculum is defined as including actual hours of classroom instruction in nursing and non-nursing Board-required courses/content.

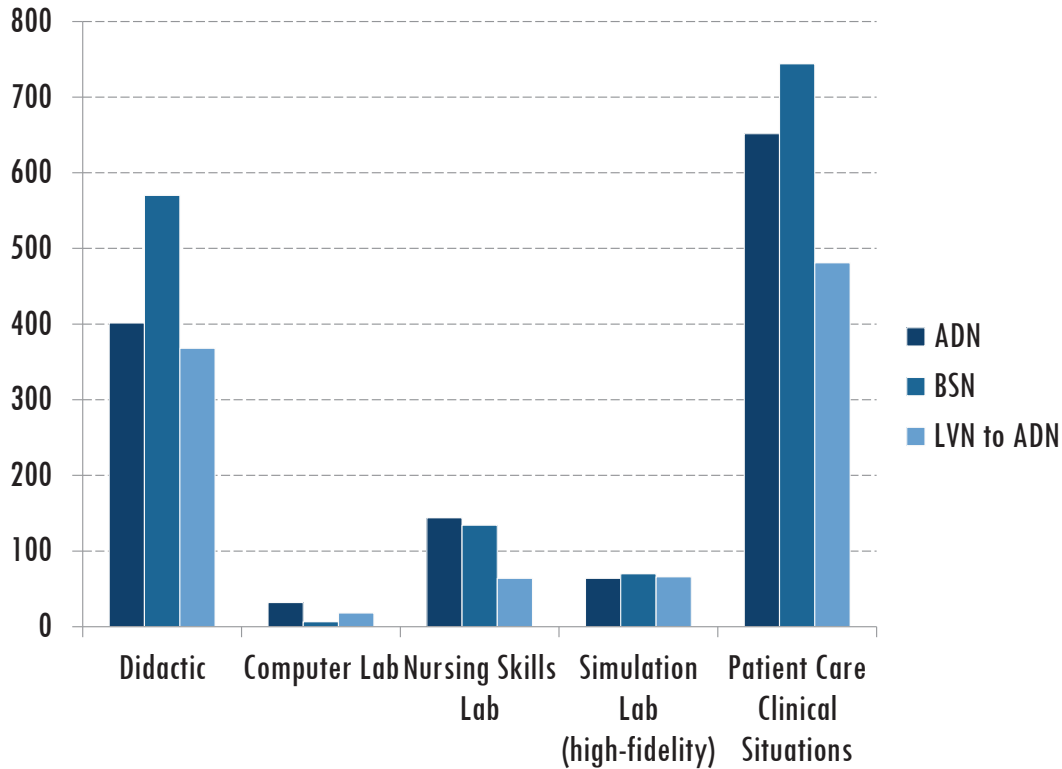
Program Hours in Professional Nursing Programs

In the 2013 NEPIS, programs were asked to provide information regarding the number of contact hours required in each of the following areas in their program of study: didactic, computer lab, skills lab, simulation lab, and patient care clinical situations. Figure 3 below graphs the median value for each of the program activities for ADN, LVN to ADN, and BSN programs. Please note that there was only one diploma program and one MSN Alternate Entry program so the median value was equal to the actual value reported by each program. For that reason, they are not graphed in Figure 3.

As evidenced by Figure 3, there was variation in the hours required by professional nursing programs both between and within program types. Some reasons for the variation may include: inherent differences between the program types (e.g. LVN to ADN programs are generally more abbreviated programs of study than ADN or BSN programs), differences between the operational definitions used in the NEPIS and how programs define these activities, or variations in the accuracy of self-reporting these hours by professional nursing programs. Further study of the variation in program hours is needed and is being studied by a Texas Board of Nursing Task Force, the Texas Nurses Association Subcommittee on Education, and the Texas Team Subcommittee on Education.



Figure 3. Median Contact Hours Reported by Program Type



Didactic Contact Hours

In this report, didactic includes classroom instruction hours including actual hours of classroom instruction in nursing and non-nursing Board-required courses/content. The didactic hours reported by professional nursing programs ranged from 72 to 2,520 hours.

Computer Lab

Computer lab is defined as interactive tutorials and learning modules that are part of a curriculum that is separate from didactic. 79 programs (69.9%) reported computer lab hours for their program of study. The computer labs hours reported ranged from 0 to 204 hours.

Nursing Skills Lab (low- and moderate-fidelity simulations and task training)

In this report, nursing skills lab is defined as low- and medium- fidelity simulations and task training. All but three programs reported skills lab hours as part of their nursing curriculum. The skills labs hours reported by professional nursing programs ranged from 0 to 544 hours.

Simulation Lab (high-fidelity simulations)

Simulation lab refers to high-fidelity situations which

are defined as structured learning experiences with computerized mannequins that are anatomically precise and reproduce physiologic responses. The environment mimics the clinical setting. 103 out of 113 programs (91.2%) reported simulation lab hours for their programs of study. The simulation labs hours reported ranged 0 to 360 hours.

Patient Care Clinical Situations

In this report, patient care clinical situations was defined as hands-on clinical practice with actual patients in a clinical setting including all faculty-supervised activities in the clinical setting such as direct care, observational experiences, and clinical conferences. The patient care clinical situations hours reported ranged from 176 to 1,170 hours.

Figure 4 displays the median total clinical contact hours reported, by program type. Total clinical contact hours includes patient care clinical situations, nursing skills lab, simulation lab, and computer lab hours.

- Diploma and MSN Alternate Entry represent one program each, so they were not included in Figure 4. The diploma program reported total clinical contact hours of 1,384 and the MSN Alternate Entry program reported 970 total clinical contact hours.
- BSN programs reported the highest median total clinical contact hours (996). The mean clinical contact hours for BSN programs was 1,031.6 BSN program clinical contact hours ranged from 787.5 to 1,400.
- ADN programs reported a median of 930 and a mean of 946.1 total clinical contact hours. ADN programs reported a range of total clinical contact hours from 416 to 1,440.
- LVN to ADN programs had a median of 728 and a mean of 684.9 clinical contact hours. Hours varied among LVN to ADN programs from 288 to 1,008.

Figure 4. Median Clinical Contact Hours Reported by Program Type

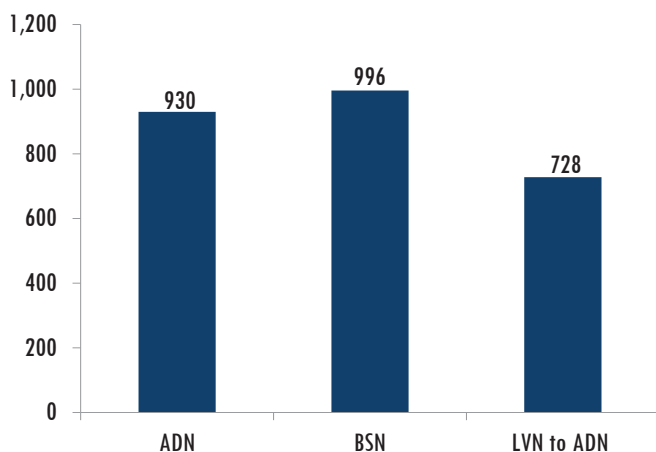


Table 6 displays the percentage of hands-on clinical practice time programs reported students spent in a variety of settings.

- The majority of hands-on clinical practice hours were spent in the acute care setting, with programs reporting an average of 72.9% of clinical practice hours spent in the acute care setting.
- The next most used setting was community settings, with an average of 8.4% of clinical practice hours.

Table 6. Percentage of Hand-On Clinical Time Spent by Setting

Clinical Setting	Mean % of Time Spent	Median % of Time Spent
Acute care	72.9%	77.0%
Community Settings	8.4%	7.0%
Clinics	4.4%	3.0%
Long term care	3.3%	0.0%
Long term acute care (LTAC)	3.0%	0.0%
Nursing Home	3.0%	0.0%
Other	2.8%	0.0%
Rehabilitation	2.2%	0.0%

Interprofessional Collaboration in Professional Nursing Programs

Based on the recommendation of the Institute of Medicine's Future of Nursing report¹, the 2013 NEPIS includes a question on the amount of interprofessional collaboration pre-licensure RN students experience.

Programs were asked to report the number of required nursing courses that offer clinical or simulation experiences for both entry-level RN students and one or more types of other graduate-level health professional students, such as physicians, physician assistants, pharmacists, or other health professional students.

- Sixty programs reported zero required nursing courses that offered interprofessional collaboration experiences.
- The remaining programs reported anywhere from one course (n=10 programs) to 21 courses (n=1 program).

1 - The Institute of Medicine of the National Academy of Sciences. (2010). *The Future of Nursing: Leading Change, Advancing Health*. Retrieved from: <http://www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx>

