



This update presents data for the 41 Texas professional nursing programs that indicated they had a post-licensure RN to BSN (Bachelor’s of Science in Nursing) program track during the 2017 reporting year.

The focus on post-licensure RN students is due to the Institute of Medicine’s 2011 recommendation that 80% of RNs have at least a baccalaureate degree in nursing by the year 2020.¹ Note that beginning in 2014, all RN to BSN programs, especially online programs, were asked to only include data on students that were Texas residents, which was not specified in previous surveys. This report includes only students in Texas enrolled in Texas programs, not students in other states enrolled in Texas programs.

The Texas Center for Nursing Workforce Studies (TCNWS) collected data in the 2017 Board of Nursing’s (BON) Nursing Education Program Information Survey (NEPIS) that was available online as of October 2, 2017. The reporting period was academic year (AY) 2016-2017 (September 1, 2016 – August 31, 2017) unless otherwise noted. TCNWS collaborated with the BON in the design and dissemination of the survey.

¹ Institute of Medicine, Committee on the Robert Wood Johnson Foundation Initiative on the Future of Nursing. (2011). Front matter. *The future of nursing: Leading change, advancing health.*

RN to BSN Program Characteristics

In the 2017 NEPIS, RN to BSN programs were asked to report the number of semester credit hours for upper division nursing and the length of time for program completion in months.

- The median number of semester credit hours was 30, ranging from 21 to 120.
- The median length of time for program completion was 12 months (19 programs).

20 programs (48.8%) used a block curriculum, 14 (34.1%) used an integrated curriculum, and 4 (9.8%) used a concept-based curriculum. Programs were asked to provide faculty-to-student ratios:

- 17 programs provided ratios for face-to-face didactic instruction. The median ratio was 1:20, ranging from 1:1 to 1:150.
- 38 programs provided ratios for online instruction. The median was 1:22, ranging from 1:2 to 1:100.
- 28 programs provided ratios for clinical supervision. The median was 1:11, ranging from 1:1 to 1:35.

35 (85.4%) responding programs had requirements for a clinical component. Table 1 shows the mean and median number of hours dedicated to clinical components.

Programs were asked to report on their students’ previous work experience.

- Only 2 programs reported that they required nursing experience for admission into the program.

Table 1. Mean and Median Number of Hours Dedicated to Clinical Components

Clinical Component	Mean Hours	Median Hours
Clinical clock hours	146.1	135.0
Lab clock hours	21.0	0.0
High-fidelity simulation clock hours	1.3	0.0
Virtual simulation clock hours	18.9	0.0
Evaluation process of clinical activities	33.1	6.0
Evaluation process of lab activities	7.0	0.0

These programs both required 1 year of experience.

- Programs also reported the percentage of their students who had less than 2 years of work experience. The median percentage was 7.0%, ranging from 0.0% (16 programs) to 96.8% (1 program).

Programs were asked whether they offered nursing courses via online technology. Of the 41 RN to BSN programs:

- 27 programs (65.9%) offered the entire didactic program curriculum online.
- 8 programs (19.5%) offered select courses online.
- 8 programs (19.5%) offered web-enhanced sections of courses online.
- 1 program had no online course availability.

Qualified Applications for Post-Licensure RN to BSN Programs

Table 2 presents data on qualified applications and admissions to post-licensure RN to BSN programs in AY 2016-2017. Qualified applications were those that met all criteria for admission.²

Table 2. Qualified Applications, Admissions, and Qualified Applications Not Offered Admission, 2013-2017

	Seats for New Students ^{3,4}	Qualified Applications	Offered Admission	Qualified Applications Not Offered Admission	Newly Enrolled Post-Licensure Students
2013	11,332	8,280	8,221	59 (0.7%)	5,165
2014 ⁵	11,620	4,934	4,858	76 (1.5%)	4,021
2015	12,247	5,198	4,752	446 (8.6%)	4,135
2016	12,900	5,204	5,122	82 (1.6%)	4,573
2017	14,547	7,004	6,932	72 (1.0%)	6,039

- 7 programs did not admit new RN to BSN applicants in AY 2016-2017.
- Seats for new students increased by 12.8% in 2017, while the number of programs stayed the same. Most of this increase was due to a single online program that added 2 new admission periods.
- 72 qualified applications were not admitted in 2017 (1.0% of all qualified applications), down from 82 qualified applications in 2016.

- 36 of 41 programs (87.8%) offered admission to all students with qualified applications in 2017.
- Of the 6,932 applications offered admission, 6,039 (87.1%) registered and enrolled in a post-licensure RN to BSN program for AY 2016-2017, a slight decrease from the previous year (89.3%).

The 5 programs that did not accept all qualified applications ranked the importance of reasons why qualified applications were not accepted.

- Of those 5 programs, 2 (40.0%) reported that lack of budgeted faculty positions was the most important reason why qualified applications were not accepted, and 1 reported that lack of clinical space was the most important reason why qualified applications were not accepted.

² Qualified applications refers to applications submitted, not individual applicants, since candidates for admission may apply to more than one nursing program.

³ Seats for new students does not distinguish between non-Texas and Texas residents.

⁴ Per the survey operational definition, seats for new students refers to the maximum number of seats for new students that a program can enroll in any given admission period. Seats for new students may be limited by Board of Nursing rules or logistical concerns (faculty size, classroom space, etc.).

⁵ Between 2013 and 2014, the survey methodology changed. In previous years it was not made clear for RN to BSN programs, especially online programs, to only include Texas residents, which explains the decrease in applications and admissions.

Newly Enrolled Students in Post-Licensure RN to BSN Programs

Table 3 shows the yearly change in newly enrolled, first year students from 2012 to 2017. Newly enrolled students are those who were offered admission and decided to register and enroll in the program.

- There were a total of 6,039 newly enrolled post-licensure students in AY 2016-2017.
- From AY 2015-2016 to AY 2016-2017, the number of newly enrolled students increased by 32.1%.
- The number of newly enrolled students was lower than the total seats for new students of post-licensure nursing programs by 8,454 students (58.1% of seats for new students). 4,337 (51.3%) of these unfilled spots were in one online program.
- The median percent of unfilled seats for new students for all programs was 65.3%.

Table 3. Change in Newly Enrolled Students, 2012-2017

	Newly Enrolled Post-Licensure Students	% Annual Change
2012	4,515	-
2013	5,165	14.4%
2014	4,021	-22.1%
2015	4,135	2.8%
2016	4,573	10.6%
2017	6,039	32.1%

- Seats for new students could include out-of-state students, so some of these unfilled spots could be filled by out-of-state students.

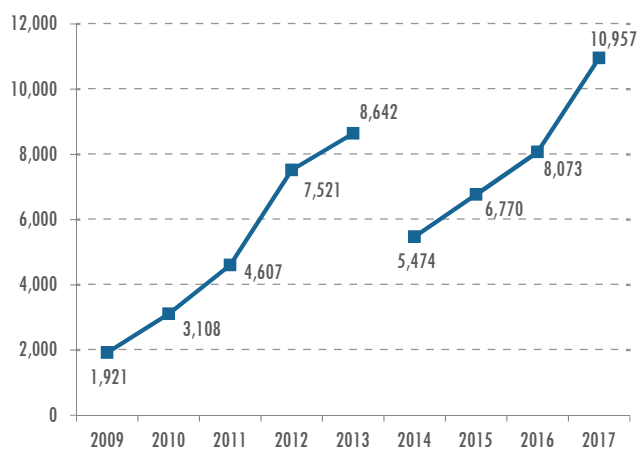


Total Enrollment in Post-Licensure RN to BSN Programs

On September 30, 2017, as shown in Figure 1, there were 10,957 students enrolled in post-licensure RN to BSN programs.

- From 2016 to 2017, enrollment increased by 2,884 students (35.7% increase) and the number of RN to BSN programs stayed the same.
- From AY 2015-2016 to AY 2016-2017, 20 programs had a decrease in total enrollment, 14 programs reported increased total enrollment, and 5 programs did not have a change in enrollment. 2 programs reported enrollees for the first time in AY 2016-2017.
- The previously mentioned change in survey methodology between 2013 and 2014 explains the large decrease in enrollment and the break in figure 1 between those years.

Figure 1. Total Enrollment in Post-Licensure RN to BSN Programs, 2009-2017

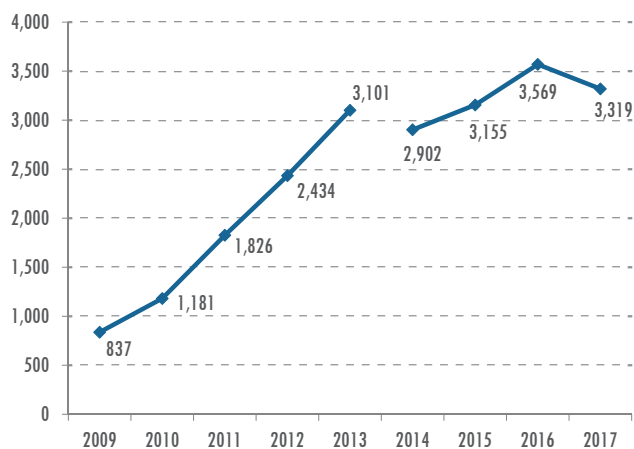


Graduates from Post-Licensure RN to BSN Programs

As shown in Figure 2, there were 3,319 post-licensure RN to BSN graduates during AY 2016-2017.

- This represented a 7.0% decrease from AY 2015-2016 (250 fewer graduates).

Figure 2. Graduates from Post-Licensure RN to BSN Programs, 2009-2017



- 16 programs reported a decrease in the number of post-licensure RN to BSN graduates during AY 2016-2017 while 20 programs were able to increase the number of graduates. 3 programs reported the same number of graduates as AY 2015-2016 and 2 programs reported no graduates.
- As previously mentioned, RN to BSN programs were asked to only include students who were Texas residents. This change in reporting methods explains the decrease in graduates and the break in figure 2 between 2013 and 2014.

The 41 post-licensure RN to BSN programs were asked to describe any barriers they faced in increasing post-licensure RN to BSN graduates.

- A variety of barriers were cited including lack of clinical space/competition with other programs (10 programs or 24.4%), cost of program or student financial difficulties (5 programs or 12.2%), and not offering an online program (4 programs or 9.8%).

Demographics of Newly Enrolled Post-Licensure RN to BSN Students

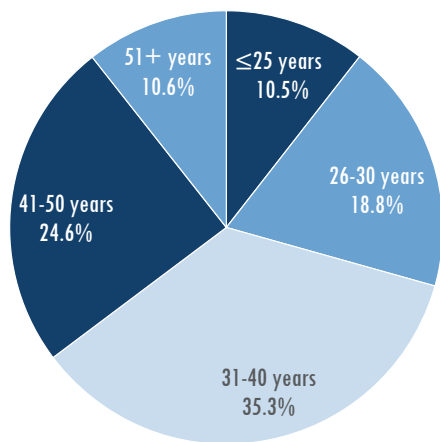
Sex

Females made up 87.3% of the 2017 newly enrolled post-licensure RN to BSN student population, which was slightly larger than the proportion who were female in 2016 (86.9%). Gender data were missing for 1.3% of newly enrolled RN to BSN students.

Age

Figure 3 displays the breakdown of age among newly enrolled post-licensure RN to BSN students in 2017. Age data were missing for 1.0% of newly enrolled students.

Figure 3. Age of Newly Enrolled Students



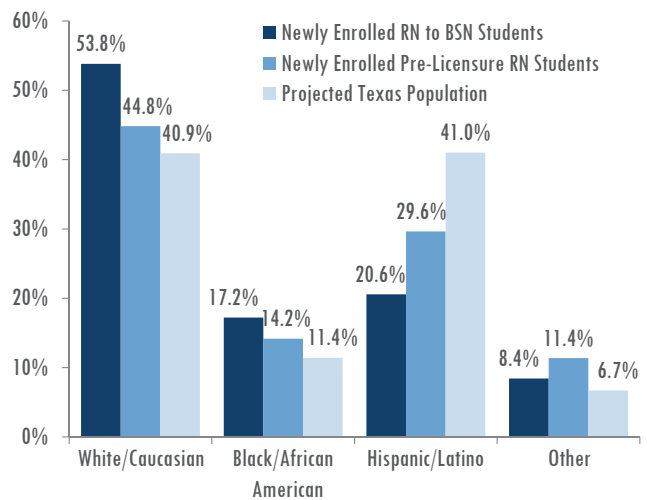
- Newly enrolled RN to BSN students remained fairly evenly distributed among age groups 21-30, 31-40, and 41 or more years.
- There were considerably more post-licensure RN to BSN students aged 51 and older (10.6%) compared to pre-licensure RN students (1.7%).⁶

Race/Ethnicity

Figure 4 displays the race/ethnicity distribution of post-licensure RN to BSN students in comparison to the race/ethnicity distribution of pre-licensure RN students and the projected Texas population. Race/ethnicity data were missing for 12.5% of newly enrolled RN to BSN students.

- White/Caucasian students made up a greater proportion of post-licensure RN to BSN newly enrolled students (53.8%) compared to pre-licensure RN students (44.8%) and compared to the Texas population (40.9%). The post-licensure RN to BSN white/Caucasian student proportion was slightly higher than in 2016 (52.5%).

Figure 4. Race/Ethnicity of Newly Enrolled RN to BSN Students, Pre-Licensure RN Students,⁶ and Texas Population,⁷ 2017



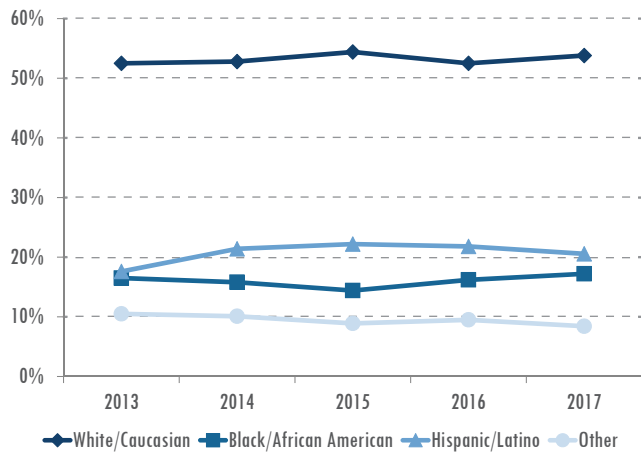
- Hispanics/Latinos continued to be underrepresented among post-licensure RN to BSN students. While the proportion of Hispanics/Latinos was 41.0% in Texas, Hispanics/Latinos made up only 20.6% of the post-licensure RN to BSN student population, compared to 29.6% of the pre-licensure RN student population.
- There were more black/African American RN to BSN students (17.2%) compared to pre-licensure RN students (14.2%) and the Texas population (11.4%).
- Other students, which include Asian, Native Hawaiian, Alaskan, and other race/ethnicities, also represented a greater proportion of the post- and pre-licensure student population than the Texas population.
- Since 2013 the proportion of newly enrolled RN to BSN students who were Hispanic/Latino has increased by 16.8% (Figure 5, page 5). The proportions of other races have fluctuated since 2013 but remained mostly unchanged.

International Students

Programs reported a total of 44 newly enrolled students who were international (0.7% of all RN to BSN newly enrolled students).⁸



Figure 5. Race/Ethnicity of Newly Enrolled RN to BSN Students, 2013-2017



⁶ Pre-licensure RN data come from the 2017 RN NEPIS fact sheets located here: <http://www.dshs.texas.gov/chs/cnws/EducReports.shtm#Professional>.

⁷ Texas population data come from the 2017 Texas State Data Center population projections (<http://www.dshs.texas.gov/chs/popdat/ST2017.shtm>).

⁸ International was defined as a person who is not a citizen or permanent resident of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.

Demographics of Post-Licensure RN to BSN Graduates

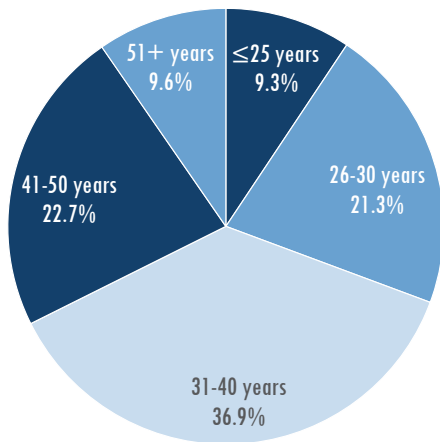
Sex

Females made up 87.3% of the 2017 post-licensure RN to BSN graduate population, which is slightly higher than the proportion who were female in 2016 (85.9%). Gender data were missing for 1.7% of RN to BSN graduates.

Age

Figure 6 displays the breakdown of age among post-licensure RN to BSN graduates in 2017. Age data were available for all RN to BSN graduates.

Figure 6. Age of Graduates

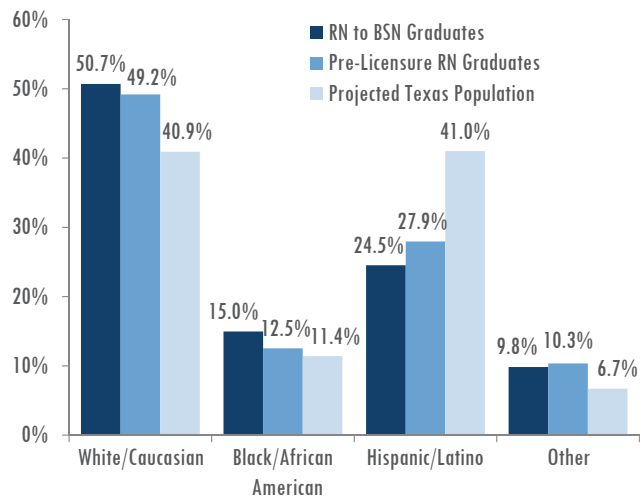


- RN to BSN graduates were fairly evenly distributed among age groups 21-30, 31-40, and 41 or more years.
- There were considerably more post-licensure RN to BSN graduates aged 51 and older (9.6%) compared to pre-licensure RN graduates (1.9%).⁶

Race/Ethnicity

Figure 7 displays the race/ethnicity distribution of post-licensure RN to BSN graduates in comparison to the race/ethnicity distribution of pre-licensure RN graduates and the Texas population. Race/ethnicity data were missing for 2.2% of RN to BSN graduates.

Figure 7. Race/Ethnicity of RN to BSN Graduates, Pre-Licensure RN Graduates,⁶ and Texas Population,⁷ 2017



- White/Caucasian graduates made up a similar proportion of post-licensure RN to BSN graduates (50.7%) as pre-licensure RN graduates (49.2%), but greater than the Texas population (40.9%). The post-licensure RN to BSN white/Caucasian graduate proportion decreased from 2016 (56.3%).



- While the proportion of Hispanics/Latinos was 41.0% in Texas, Hispanics/Latinos made up only 24.5% of post-licensure RN to BSN graduates, compared with 27.9% of pre-licensure RN graduates.
- There were more black/African American post-licensure RN to BSN graduates (15.0%) compared to pre-licensure RN graduates (12.5%) and the Texas population (11.4%).
- Other race/ethnicities also represented a greater proportion of the post- and pre-licensure graduate population than the Texas population.
- Since 2013 the proportion of RN to BSN graduates who were Hispanic/Latino has increased by 38.6% (Figure 8). The proportions of other races have fluctuated since 2013 but remained mostly unchanged.

International Students

Programs reported a total of 31 graduates who were international students (0.9% of all post-licensure RN to BSN graduates).⁸

Figure 8. Race/Ethnicity of RN to BSN Graduates, 2013-2017

