



This update presents data for the 89¹ vocational nursing (VN) programs in Texas during the 2018 reporting year, including:

- 83 generic programs
 - 64 in public colleges/universities
 - 12 in career schools/colleges
 - 4 in private colleges/universities
 - 3 in private/public hospitals
- 6 Multiple Entry/Exit Programs (MEEPs)
 - All in public colleges/universities

The Texas Center for Nursing Workforce Studies (TCNWS) collected data in the 2018 Board of Nursing's (BON) Nursing Education Program Information Survey (NEPIS) that was available online as of October 1, 2018. The reporting period was academic year (AY) 2017-2018 (September 1, 2017 – August 31, 2018) unless otherwise noted. TCNWS collaborated with the BON in the design and dissemination of the survey.

¹Data collected from the military-based VN program were excluded from these analyses.

Geographic Location of Vocational Nursing Programs

Table 1 summarizes the location of VN programs by setting and geographic designation. Figure 1 presents the locations of the 89 VN program main campuses in Texas by metropolitan and non-metropolitan counties.

- The majority (57.3%) of VN programs were located in a metropolitan, non-border area.
- 31.5% of VN programs were located in a non-metropolitan, non-border area.
- 8 (9.0%) VN programs were located in a metropolitan, border area.
- 2 (2.2%) VN programs were located in a non-metropolitan, border area.

Figure 1. Geographic Location of VN Programs, Main Campuses, 2018

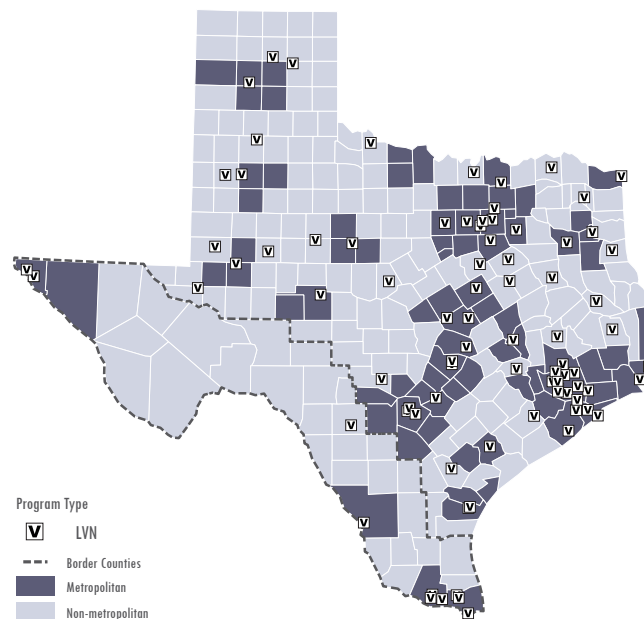


Table 1. Geographic Designation of Main Campuses, 2018

Program Setting	Geographic Designation				Total
	Metro Border	Metro Non-Border	Non-Metro Border	Non-Metro Non-Border	
Public College/University	5	38	2	25	70
Private College/University	0	3	0	1	4
Public/Private Hospital	1	0	0	2	3
Career Schools/Colleges	2	10	0	0	12
Total	8	51	2	28	89

Changes in the Number of Vocational Nursing Programs

Table 2 shows the number of newly opened, closed, and total VN programs by year.²

- In 2018, there were 89 VN programs.³ There was 1 closure between 2017 and 2018, and 0 new programs.

²Between 2006 and 2008, many programs consolidated/merged, leading to a decrease in total number of programs.

³One program was approved to conduct a teach-out for VN students who were near graduation but attended a VN program that closed in 2016.

Table 2. Number of Opened, Closed, and Total VN Programs, 2006-2018

Year	Newly Opened Programs	Closed Programs	Total Programs
2006	-	-	115
2007	2	25	92
2008	4	7	89
2009	3	0	92
2010	6	2	96
2011	2	1	97
2012	2	2	97
2013	1	0	98
2014	0	6	92
2015	1	2	91
2016	0	3	88
2017	2	1	90 ³
2018	0	1	89 ³

Governing Institutions

The 89 VN programs were governed by different types of institutions. These were mutually exclusive categories.

- 5 programs were governed by private/non-profit institutions.
- 13 programs were governed by private/for-profit institutions.
- 71 programs were governed by public institutions.

Length of Curriculum in Vocational Nursing Programs

In the 2018 NEPIS, programs were asked to report the length of their VN curriculum in months.

- Length of curriculum ranged from 9 to 20 months among VN programs.
- 70 (78.7%) VN programs were 12 months in length.
- 11 programs (12.4%) had a curriculum longer than 12 months, and 8 programs (9.0%) reported a curriculum less than 12 months in length.

Online Availability of Vocational Nursing Programs⁴

35 of 89 VN education programs indicated that they offered nursing courses via online technology:

- Similar to 2017, 1 program offered the entire didactic portion online in 2018.
- 21 programs offered only select nursing courses entirely online, which was one less than in 2017.
- 27 programs offered blended/hybrid courses (courses partially online and partially face-to-face). This was a decrease from 29 programs that offered select nursing courses as blended/hybrid courses in 2017.

⁴Please 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.



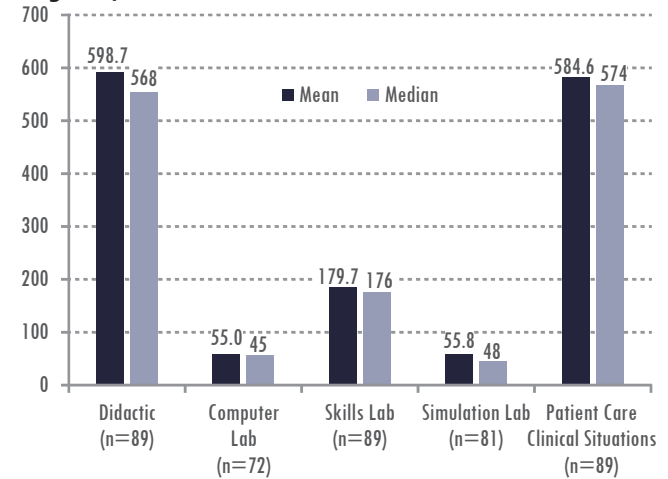
Program Hours in Vocational Nursing Programs

Programs were asked to report the total number of hours students were required to participate in didactic and clinical portions of the program of study. The clinical portion is the sum of computer lab, skills lab, simulation lab, and patient care clinical situation hours.

Figure 2 and Table 3 report the mean and median number of contact hours (didactic and clinical) reported by VN programs. Clinical hours are further broken down by computer lab, skills lab, simulation lab, and patient care clinical situation hours.

- The didactic contact hours included face-to-face or online delivery of classroom instruction. The mean number of didactic hours reported by VN programs was 598.7 hours. The median number of hours was 568.
- The mean and median total clinical contact hours reported by VN programs were 875.1 and 864 hours, respectively. The highest number of hours reported was 1,088.
 - Computer lab was an optional component of clinical hours that included interactive tutorials and learning modules. The mean and median hours reported by 72 VN programs for computer lab were 68.0 and 54.5 hours, respectively.
 - Skills lab was defined as low- and medium-fidelity simulations and task training. The mean and median hours reported by all 89 programs for skills lab were 179.7 and 176 hours, respectively.
 - Simulation lab was defined as high-fidelity situations including orientation, learning objectives, simulation experience, debriefing, and evaluation. The mean and median hours reported by 81 programs for simulation lab were 61.4 and 48 hours, respectively.
 - Patient care clinical situations were hands-on clinical practice with actual patients in a clinical setting, including all faculty-supervised activities in the clinical setting, observational experiences, and clinical conferences. The mean and median number of hours reported by all 89 programs for patient care clinical situations were 584.6 and 574 hours, respectively.

Figure 2. Didactic and Clinical Contact Hours among VN Programs, 2018



Note: n is the number of programs reporting more than zero hours for that type of activity.

Table 3. Didactic and Clinical Contact Hours among VN Programs, 2018

		Mean Contact Hours	Median Contact Hours
Didactic	Didactic Total (n=89)	598.7	568
	Clinical Total (n=89)	875.1	864
Clinical	Computer Lab (n=72)	55.0	45
	Skills Lab (n=89)	179.7	176
	Simulation Lab (n=81)	55.8	48
	Patient Care Clinical Situations (n=89)	584.6	574

Note: n is the number of programs reporting more than zero hours for that type of activity.

Programs were asked to indicate whether they used Dedicated Education Units (DEUs)⁶ as a clinical format.

- 8 programs stated they used DEUs, which was a slight decrease from 2017 (9 programs).

Programs were also asked to provide additional information on their simulation lab hours. As seen in Table 4:

- 43 programs (48.3%) reported planning to increase simulation lab hours over the next academic year.
- 76 programs (85.4%) indicated that simulation lab hours were not weighted differently than hands-on clinical hours.

Programs were also asked to report the faculty-to-student ratio in simulation activities.

- The faculty-to-student ratios reported ranged from 1:1 (1 program) to 1:20 (2 programs).
- The most frequently reported faculty-to-student ratio was 1:10 (53 programs).
- 1:5 was the second most frequently reported faculty-to-student ratio (9 programs).

Table 5 shows the percentage of hands-on clinical practice time programs reported students spent in several different clinical settings.

- The largest percentage of hands-on clinical time was spent in acute care, with an average of 44.4% of clinical time spent, followed by long term care, with an average of 36.3% of clinical time spent.

Table 4. Simulation Hours, 2018

	n	Yes	No
Plan to Increase Simulation Lab Hours	89	43 (48.3%)	46 (51.7%)
Simulation Lab Hours Weighted Differently	89	13 (14.6%)	76 (85.4%)

Note: n is the number of responding programs

Table 5. Average Percentage of Hands-On Clinical Time Spent by Setting, 2018

Clinical Setting	Average % of Time Spent
Acute Care	44.4%
Long Term Care	36.3%
Community	11.9%
Other	7.4%

The 2018 NEPIS asked how many hands-on clinical contact hours in the VN program were devoted to the nursing care of children and maternity nursing.

- The mean and median number of hands-on clinical contact hours devoted to the nursing care of children were 40.8 and 36 hours, respectively.
- Programs reported a mean of 44.5 and a median of 36 hands-on clinical contact hours devoted to maternity nursing.

⁶A Dedicated Education Unit is a nursing education model based upon a contractual agreement between a hospital and a nursing education program. Staff nurses on a specific hospital unit function as the primary instructors for nursing students during clinical learning experiences, and nursing program faculty serve as mentors and education resources for the staff nurses.

Interprofessional Collaboration in Vocational Nursing Programs

Based on the recommendation of the Institute of Medicine's Future of Nursing report,⁷ the 2018 NEPIS included a question on the amount of interprofessional collaboration VN students experience.

Programs were asked to report the number of required nursing courses that offered clinical or simulation experiences for both VN students and one or more types of other graduate-level health professional students, such as medical students, physician assistant students, and pharmacy students.

- 21 of 89 programs (23.6%) reported that at least one required nursing course included interprofessional collaboration.
- These 21 programs reported requiring anywhere from 1 course (2 programs) to 16 courses (1 program).

⁷The 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>



High School and Military Tracks in Vocational Nursing Programs

The 2018 VN NEPIS asked programs about options for high school students.

- 7 programs reported offering options for high school students.
- These options included dual credit courses⁸ and/or the option to take nursing courses. High school students who met the requirement of traditional VN students were eligible to sit for the NCLEX-PN exam in 1 program.

Programs who currently had a dual credit high school track were asked how many students were in the track.

- 6 programs with students in a dual credit high school track reported a total of 190 students in those tracks. 1 program did not have high school students enrolled in their high school track.

Programs were asked to report whether they had implemented a track that gives active duty, former, or retired military personnel nursing credit for allied health care training and/or experience.

- In 2018, 3 programs reported having such a track and 6 reported having plans to implement one.
- Of the 3 programs who had a military track, 1 reported 12 students enrolled in their military track. The other 2 programs reported not having students enrolled in their military track.

The 2018 VN NEPIS added a question asking programs that reported having a military track to indicate if the track was accelerated (shorter completion time than a traditional vocational nursing program).

- 1 program who reported having a military track indicated that the track was accelerated.

Programs were also asked to explain any challenges they have experienced while either planning for or implementing a military track.

- 2 of 3 the programs with a military track reported not experiencing any challenges.
- 1 program with a military track reported experiencing time constraints due to military duties.
- Programs planning to implement a military track described challenges including issues with aligning credits for military education and staffing.

⁸Programs offered dual credit courses for prerequisites, nursing courses, or a combination of both nursing and prerequisites courses.