



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 2019 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 2019 Board of Nursing’s (BON) Nursing Education Program Information Survey (NEPIS) that was available online as of September 30, 2019. The reporting period was academic year (AY) 2018-2019 (September 1, 2018 – August 31, 2019) 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 2019 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 102.
- The median length of time for program completion was 12 months (17 programs).

24 programs (58.5%) used a block curriculum, 10 (24.4%) used an integrated curriculum, 3 (7.3%) used a concept-based curriculum, and 3 (3.7%) used a competency-based curriculum. Programs were asked to provide faculty-to-student ratios:

- 11 programs provided ratios for face-to-face didactic instruction. The median ratio was 1:20, ranging from 1:1 to 1:50.
- 39 programs provided ratios for online instruction. The median was 1:25, ranging from 1:1 to 1:100.
- 31 programs provided ratios for clinical supervision. The median was 1:10, ranging from 1:1 to 1:50.

36 (87.8%) responding programs had requirements for a clinical component. Table 1 shows the mean and median number of hours dedicated to clinical components.

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

Clinical Component	Mean Hours	Median Hours
Clinical clock hours	112.8	90.0
Lab clock hours	16.9	0.0
High-fidelity simulation clock hours	1.7	0.0
Virtual simulation clock hours	22.6	5.3

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

- First, programs were asked how many years of nursing practice were required to be eligible for admission to the program. 4 programs reported that they required nursing experience for admission into the program, and 36 did not. 3 required 1 year of experience, and 1 required 3 years of experience.
- Programs were then asked to report the percentage of their students who had less than 2 years of work experience. The median percentage was 10.0%, ranging from 0.0% (13 programs) to 100% (1 program). This is a decrease from 2018, when a median of 16.0% of students had less than 2 years of work experience.



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

- 31 programs (75.6%) offered the entire didactic program curriculum online.

- 5 programs (12.2%) offered select courses online.
- 8 programs (19.5%) offered web-enhanced sections of courses online.

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 2018-2019. Qualified applications were those that met all criteria for admission.²

Table 2. Qualified Applications, Admissions, and Qualified Applications Not Offered Admission, 2014-2019

	Seats for New Students ^{3,4}	Qualified Applications	Offered Admission	Qualified Applications Not Offered Admission	Newly Enrolled Post-Licensure Students
2014	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
2018	14,484	7,426	7,287	138 (1.9%)	4,768
2019	18,642	8,628	8,512	116 (1.3%)	5,514

- 4 programs did not admit new RN to BSN applicants in AY 2018-2019.
- Seats for new students increased by 28.7% in 2019, while the number of responding programs decreased by 2.
- Seats for new students may include seats for out-of-state students, but qualified applications, applications offered admission, and newly enrolled

students only include Texas residents.

- 116 qualified applications were not admitted in 2019 (1.3% of all qualified applications), down from 138 qualified applications in 2018.
- 39 of 41 programs (95.1%) offered admission to all students with qualified applications in 2019.
- Of the 8,512 applications offered admission, 5,514 (64.8%) registered and enrolled in a post-licensure RN to BSN program for AY 2018-2019, mostly unchanged from the previous year (65.4%).

The 2 programs that did not accept all qualified applications ranked the importance of reasons why qualified applications were not accepted.

- One reported that lack of budgeted faculty positions was the most important reason why qualified applications were not accepted, and one 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.).

Newly Enrolled Students in Post-Licensure RN to BSN Programs

Table 3 shows the yearly change in newly enrolled, first year students from 2014 to 2019. Newly enrolled students are those who were offered admission and decided to register and enroll in the program.

- There were a total of 5,514 newly enrolled post-licensure students in AY 2018-2019.
- From AY 2017-2018 to AY 2018-2019, the number of newly enrolled students increased by 15.6%.

Table 3. Change in Newly Enrolled Students, 2014-2019

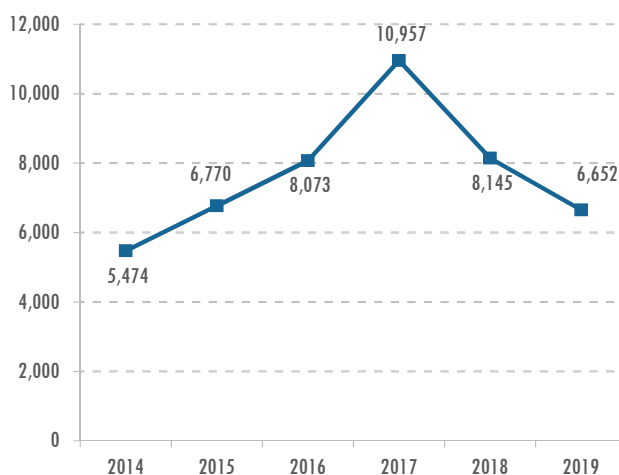
	Newly Enrolled Post-Licensure Students	% Annual Change
2014	4,021	-
2015	4,135	2.8%
2016	4,573	10.6%
2017	6,039	32.1%
2018	4,768	-21.0%
2019	5,514	15.6%

Total Enrollment in Post-Licensure RN to BSN Programs

On September 30, 2019, as shown in Figure 1, there were 6,652 students enrolled in post-licensure RN to BSN programs.

- From 2018 to 2019, enrollment decreased by 1,493 students (18.3% decrease) while the number of responding RN to BSN programs decreased by 2.
- 40 programs responded to the NEPIS in both AY 2017-2018 and AY 2018-2019. 22 of these programs had a decrease in total enrollment, 16 reported increased total enrollment, and 2 did not have a change in enrollment.
- Between 2018 and 2019, 2 programs closed, 1 opened, and 1 did not respond to the survey. 3 programs reported enrollees for the first time in 2018, which could explain the large increase that year.

Figure 1. Total Enrollment in Post-Licensure RN to BSN Programs, 2014-2019

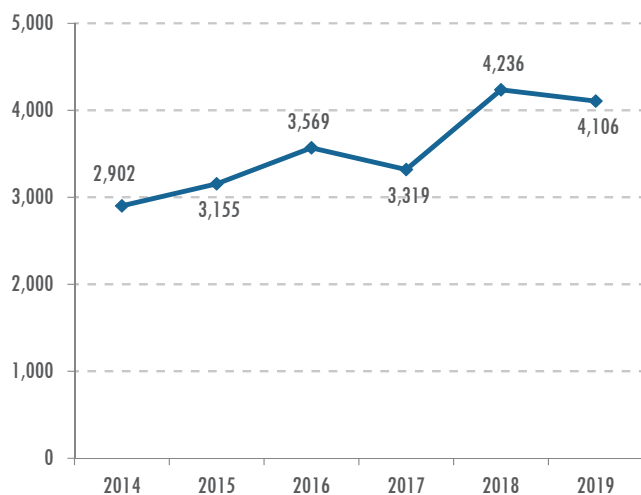


Graduates from Post-Licensure RN to BSN Programs

As shown in Figure 2, there were 4,106 post-licensure RN to BSN graduates during AY 2018-2019.

- This represented a 3.1% decrease from AY 2017-2018 (130 fewer graduates).

Figure 2. Graduates from Post-Licensure RN to BSN Programs, 2014-2019



- 40 programs responded to the NEPIS in both AY 2017-2018 and AY 2018-2019. 17 of these programs reported a decrease in the number of post-licensure RN to BSN graduates during AY 2018-2019 while 20 were able to increase the number of graduates. 3 programs reported the same number of graduates as AY 2017-2018.

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 (7 programs or 17.1%), cost of program or student financial difficulties (4 programs or 9.8%), and not offering an online program (3 programs or 7.3%).

Demographics of Newly Enrolled Post-Licensure RN to BSN Students

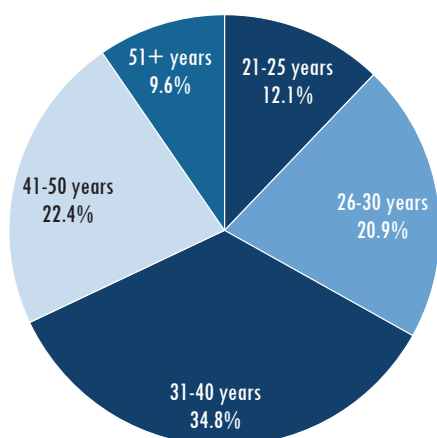
Sex

Females made up 85.5% of the 2019 newly enrolled post-licensure RN to BSN student population, which was a decrease from the proportion who were female in 2018 (87.4%). Gender data were missing for 0.1% 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 2019. Age data were missing for 0.1% of newly enrolled RN to BSN students.

Figure 3. Age of Newly Enrolled Students



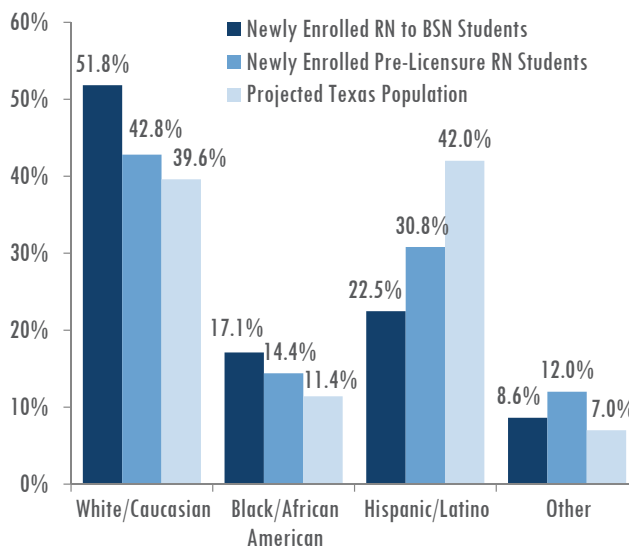
- Newly enrolled RN to BSN students remained fairly evenly distributed among age groups 21-30, 31-40, and 41 or more years.
- There were considerably more post-licensure RN to BSN students aged 51 and older (9.6%) compared to pre-licensure RN students (1.5%).⁶

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 2.8% of newly enrolled RN to BSN students.

- White/Caucasian students made up a greater proportion of post-licensure RN to BSN newly enrolled students (51.8%) compared to pre-licensure RN students (42.8%) and compared to

Figure 4. Race/Ethnicity of Newly Enrolled RN to BSN Students, Pre-Licensure RN Students,⁶ and Texas Population,⁷ 2019



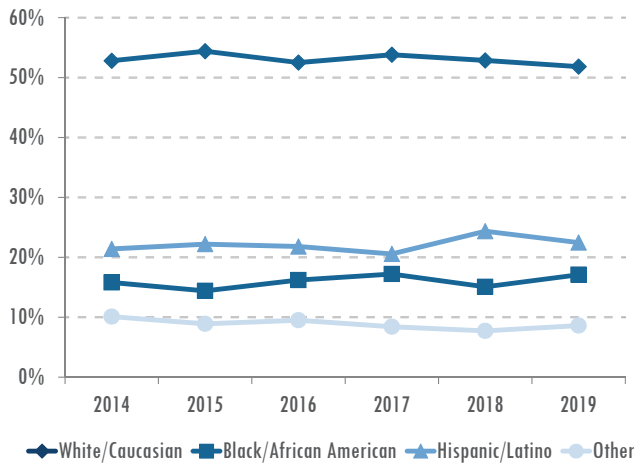
the Texas population (39.6%). The post-licensure RN to BSN white/Caucasian student proportion was slightly lower than in 2018 (52.9%).

- Hispanics/Latinos continued to be underrepresented among post-licensure RN to BSN students. While the proportion of Hispanics/Latinos was 42.0% in Texas, Hispanics/Latinos made up only 22.5% of the post-licensure RN to BSN student population, compared to 30.8% of the pre-licensure RN student population.
- There were more black/African American RN to BSN students (17.1%) compared to pre-licensure RN students (14.4%) and the Texas population (11.4%).
- Other students, which include Asian, Native Hawaiian, Alaskan, and other races/ethnicities, also represented a greater proportion of the post- and pre-licensure student population than the Texas population.
- Since 2014 the race/ethnicity distribution of newly enrolled RN to BSN students has fluctuated but remained mostly unchanged (Figure 5, page 5).

International Students

Programs reported a total of 59 newly enrolled students who were international (1.1% of all RN to BSN newly enrolled students).⁸

Figure 5. Race/Ethnicity of Newly Enrolled RN to BSN Students, 2014-2019



⁶ Pre-licensure RN data come from the 2019 RN NEPIS fact sheets located at: <http://www.dshs.texas.gov/chs/cnws/EducReports.shtm#Professional>.

⁷ Texas population data come from the 2019 Texas State Data Center population projections (<http://www.dshs.texas.gov/chs/popdat/ST2019.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

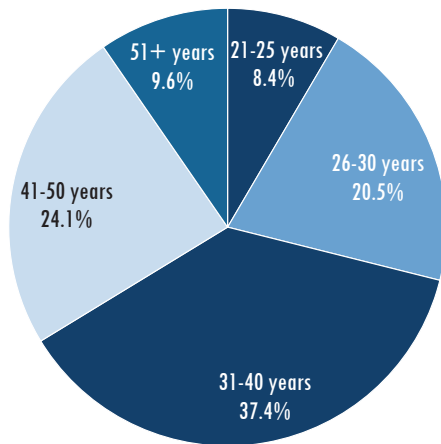
Sex

Females made up 87.6% of the 2019 post-licensure RN to BSN graduate population, which is slightly higher than the proportion who were female in 2016 (86.4%). Gender data were available for all graduates.

Age

Figure 6 displays the breakdown of age among post-licensure RN to BSN graduates in 2019. Age data were missing for 0.1% of RN to BSN graduates.

Figure 6. Age of Graduates

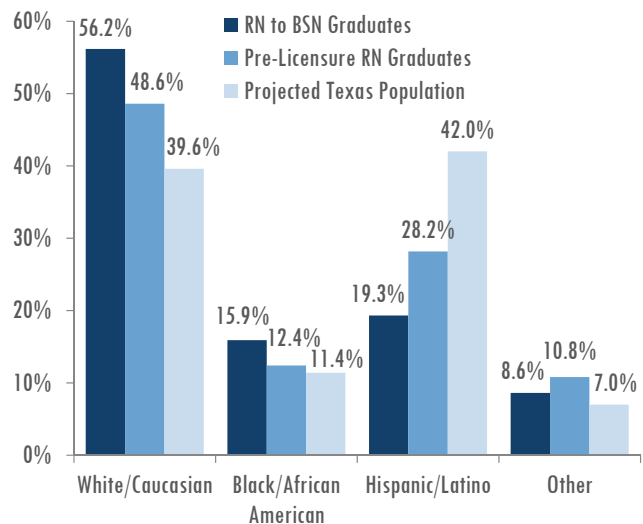


- RN to BSN graduates were fairly evenly distributed among age groups 21-30, 31-40, and 41 or more years.
- There were considerably more post-licensure RN to BSN graduates aged 51 and older (9.6%) compared to pre-licensure RN graduates (1.6%).⁶

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 3.1% of RN to BSN graduates.

Figure 7. Race/Ethnicity of RN to BSN Graduates, Pre-Licensure RN Graduates,⁶ and Texas Population,⁷ 2019



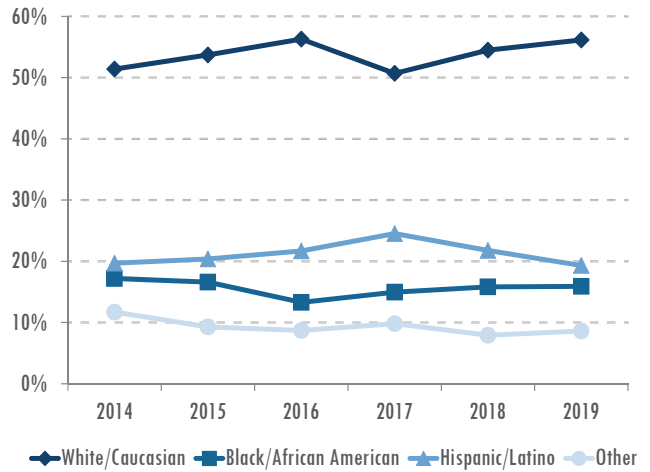
- White/Caucasian graduates made up a higher proportion of post-licensure RN to BSN graduates (56.2%) than pre-licensure RN graduates (48.6%), and the Texas population (39.6%). The post-licensure RN to BSN white/Caucasian graduate proportion increased from 2018 (54.5%).

- While the proportion of Hispanics/Latinos was 42.0% in Texas, Hispanics/Latinos made up only 19.3% of post-licensure RN to BSN graduates, compared with 28.2% of pre-licensure RN graduates.
- There were more black/African American post-licensure RN to BSN graduates (15.9%) compared to pre-licensure RN graduates (12.4%) and the Texas population (11.4%).
- Other races/ethnicities also represented a greater proportion of the post- and pre-licensure graduate population than the Texas population.
- Since 2014 the proportion of RN to BSN graduates who were other races/ethnicities has decreased by 26.4% (Figure 8). The proportions of other races have fluctuated since 2014 but remained mostly unchanged.

International Students

Programs reported a total of 28 graduates who were international students (0.7% of all post-licensure RN to BSN graduates).⁸

Figure 8. Race/Ethnicity of RN to BSN Graduates, 2014-2019



⁶Pre-licensure RN data come from the 2019 RN NEPIS fact sheets located at: <http://www.dshs.texas.gov/chs/cnws/EducReports.shtm#Professional>.

⁷Texas population data come from the 2019 Texas State Data Center population projections (<http://www.dshs.texas.gov/chs/popdat/ST2019.shtm>).

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