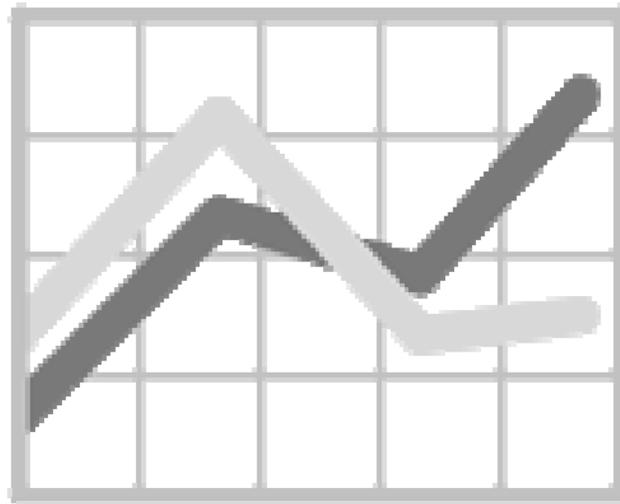


# A Profile of Virginia Nursing Education Programs

Results of the 2009 Survey of Virginia Nursing Education Programs



July, 2010

Prepared for the Virginia Department of Health Professions  
Healthcare Workforce Data Center

# **A Profile of Virginia Nursing Education Programs**

## **Results of the 2009 Survey of Virginia Nursing Education Programs**

This DHP Healthcare Workforce Data Center report is a compilation of results from the annual survey of Virginia's practical nursing and registered nurse education programs conducted in October 2009 and covering the 2008-09 academic years (August 1 – July 31). The 2009 survey incorporated revisions to the 2008 survey recommended by the Center's Advisory Council and Nursing Workforce Committee to enhance Virginia's knowledge of health workforce issues relating to nursing education programs. Information about program structures, faculty size and characteristics, and student enrollment and graduation patterns are highlighted.

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## Practical Nursing Education Programs

### Types of Programs

In October, 2009, there were 73 Practical Nursing Education Programs (PNE) in operation in Virginia. One new PNE program had no data for the 2008-2009 academic year at the time of the survey. Table 1 illustrates the different types of PNE programs. Approximately 63% of the PNE programs were located in community colleges and in public high schools and about 28% of PNE programs were private. The remaining were public adult school or hospital based programs as shown in Figure 1.

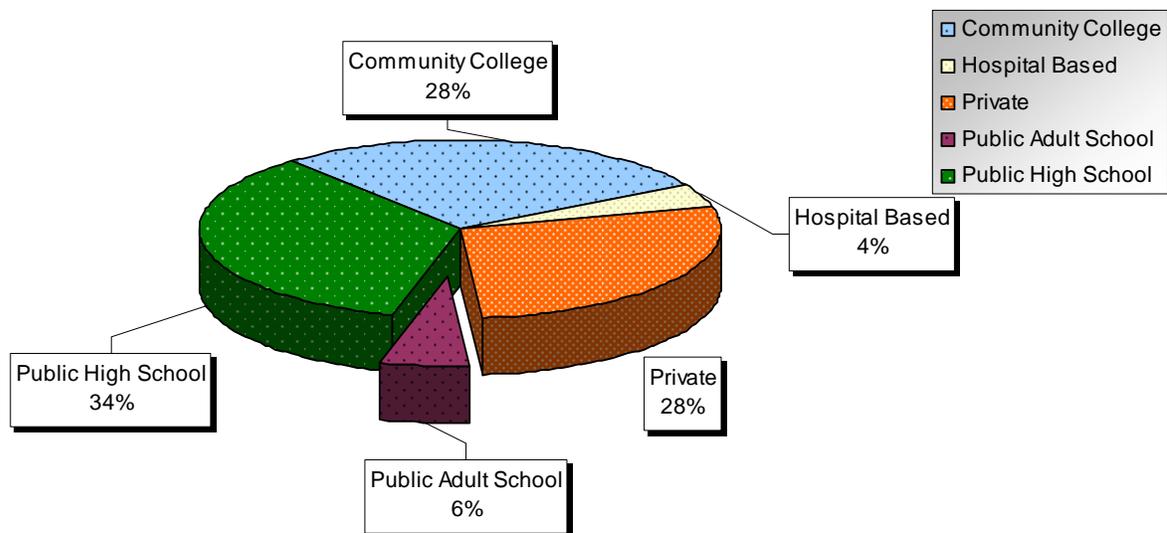
**Table 1. PNE Program Types in Virginia**

PN Program Types	# of Programs	% of Total
Community College	20	27.8%
Hospital Based	3	4.2%
Private	20	27.8%
Public Adult School	4	5.6%
Public High School	25	34.7%
<b>Total</b>	<b>72</b>	<b>100.00%</b>

**Map 1. Practical Nurse Education Programs in Virginia**



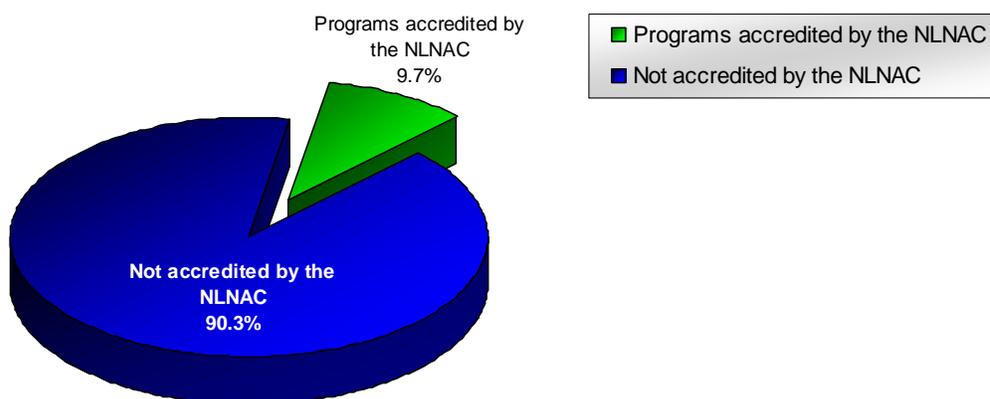
Figure 1. PNE Program Types in Virginia



**Accreditation Status**

Figure 2 illustrates the percentage of programs accredited by the National League for Nursing Accrediting Commission NLNAC. Only seven programs that represent 9.7% of the PNE programs were accredited by NLNAC.

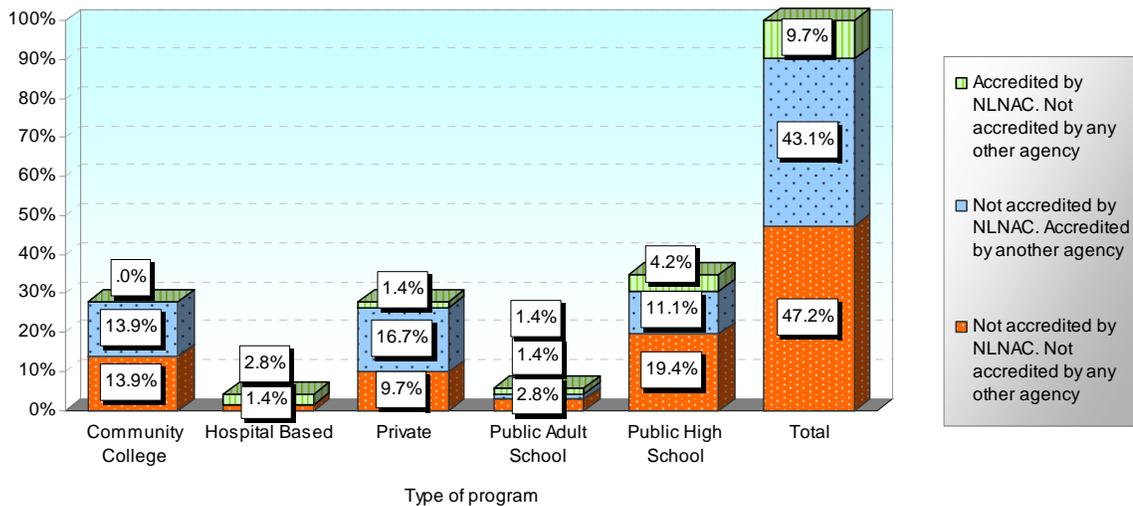
Figure 2. Virginia PNE Programs Accredited by NLNAC



Approximately 47% of all the PNE programs were not accredited by any institution. Figure 3 shows the percentage of PNE programs accredited by NLNAC and the percentage of programs

accredited by other agencies in each program type. Table 2 shows the number of programs accredited by other accrediting agencies

**Figure 3. Percentage of PNE programs Accredited by NLNAC or other agency by Program Type**



**Table 2. Number of PNE programs accredited by other accrediting institutions.**

Accrediting agencies	#	%
The Accrediting Commission of Career Schools and Colleges (ACCSC)	1	1.4
ACCSC and State Council of Higher Education for Virginia (SCHEV)	3	4.2
The Accrediting Council for Independent Colleges and Schools (ACICS)	1	1.4
Commission of the Council on Occupational Education (COE)	2	2.8
Commission on Colleges of the Southern Association of Colleges and Schools (SACS)	16	22.2
Southern Regional Education Board (SCREB)	1	1.4
State Board of Community Colleges (SBCC)	1	1.4
Virginia Board of Education (VBOE)*	2	2.8
Virginia Board of Nursing (VBON)*	1	1.4
Virginia Board of Nursing (VBON), and Southern association of schools (SACS)*	1	1.4
Virginia Board of Nursing (VBON) and the State council for Higher Education (SCHEV)*	1	1.4
Virginia Department of Education (VDOE), and The Southern Association of Colleges and Schools (SACS)*	1	1.4
<b>Total</b>	<b>31</b>	<b>43.1</b>

\* VDOE, SCHEV, VBON were not accrediting bodies; however, they provide program approval.

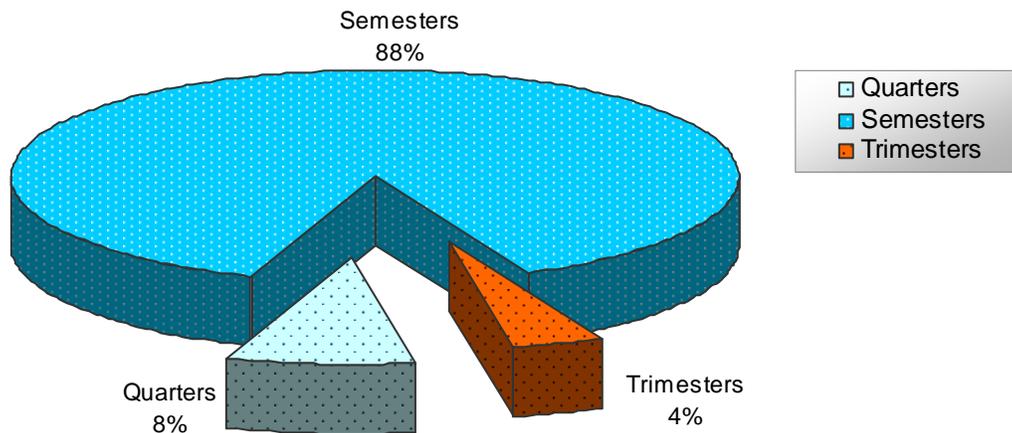
### **Program Characteristics:**

In Virginia, most PNE programs run on a semester schedule as shown in Figure 4, although three programs use a trimester, and six programs use a quarterly schedule. Table 3 shows the number of programs using semesters, quarters, and trimesters by program type.

Table 3. Structure of PNE Programs by Program Type

PNE Program Type	Program Structure							
	Quarters		Semesters		Trimesters		Total	
	# of Programs	% of Total	# of Programs	% of Total	# of Programs	% of Total	# of Programs	% of Total
Community College	0	.0%	20	27.8%	0	.0%	20	27.8%
Hospital Based	0	.0%	2	2.8%	1	1.4%	3	4.2%
Private	5	6.9%	13	18.1%	2	2.8%	20	27.8%
Public Adult School	0	.0%	4	5.6%	0	.0%	4	5.6%
Public High School	1	1.4%	24	33.3%	0	.0%	25	34.7%
<b>Total</b>	<b>6</b>	<b>8.3%</b>	<b>63</b>	<b>87.5%</b>	<b>3</b>	<b>4.2%</b>	<b>72</b>	<b>100.0%</b>

Figure 4. Structures of PNE Programs



The number of months it takes for a student to complete a PNE program ranges between 12 and 24 months. Figure 5 illustrates the number of PNE programs and the program length. Twenty-five (approximately 35%) PNE programs take 12 months to complete, and about 25% of the programs take 18 months to complete. The remaining programs require either 13 to 17 months or 20 to 24 months.

Figure 5. Number of PNE programs and program length

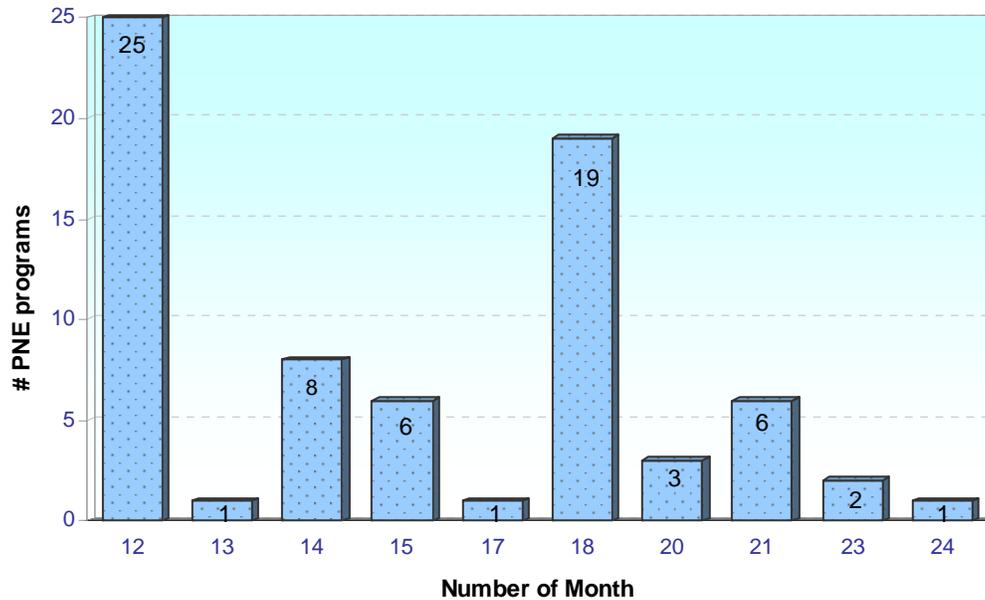
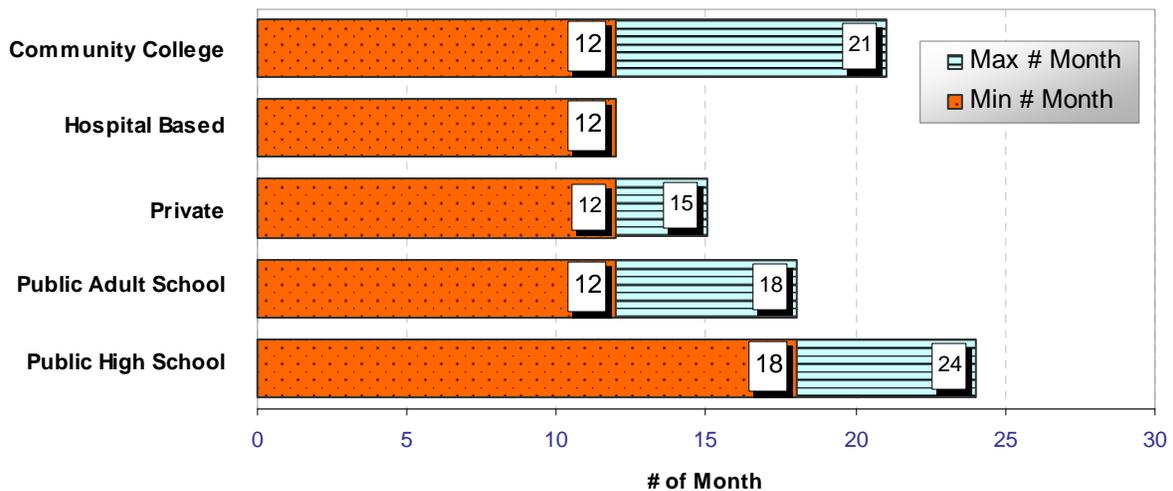


Figure 6 shows the minimum and maximum number of months it takes to complete a program. Hospital based programs take 12 months, private programs between 12-15 months, public adult school programs between 12-18 months, community college programs between 12-21 months, and public high school programs between 18-24 months.

Figure 6. PNE program Length in months by Program Type

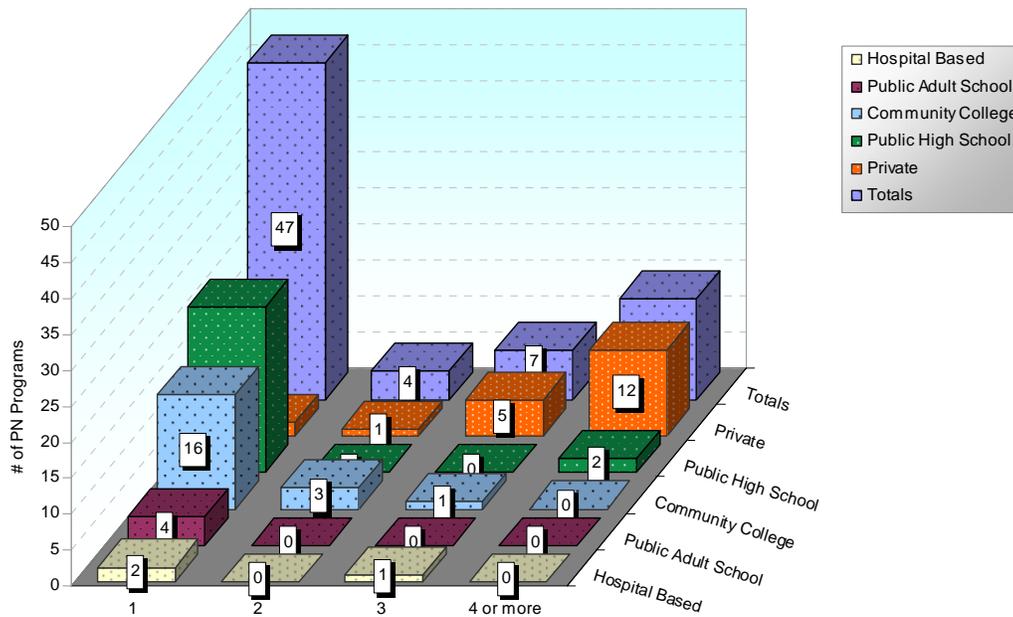


Most of the PNE programs located in community colleges, high schools, and public adult schools admit students only once per year as shown in Figure 7. However, most of the private programs offer multiple admission cohort points for students throughout the year. Table 4 shows the number of admission points by type of program.

Table 4. Number of Admission Cohorts in the PNE Academic Year by Program Type

# of Admission Points:	Community College		Hospital Based		Private		Public Adult School		Public High School		Totals	
	#	%	#	%	#	%	#	%	#	%	#	%
one	16	22.2%	2	2.8%	2	2.8%	4	5.6%	23	31.9%	47	65.3%
two	3	4.2%	0	.0%	1	1.4%	0	.0%	0	.0%	4	5.6%
three	1	1.4%	1	1.4%	5	6.9%	0	.0%	0	.0%	7	9.7%
four or more	0	.0%	0	.0%	12	16.7%	0	.0%	2	2.8%	14	19.4%
Totals	20	27.8%	3	4.2%	20	27.8%	4	5.6%	25	34.7%	72	100.0%

Figure 7. Number of Admission Cohorts for PNE programs by Program Type



### Clinical Experience

There were three basic types of clinical experience for student nurses: *clinical observation* in which the students observe the ways in which a licensed, experienced nurse interacts with patients and

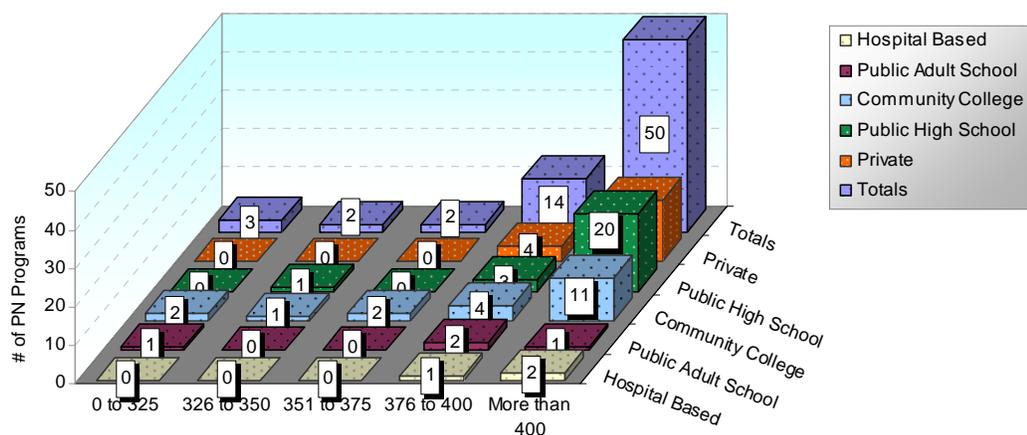
other healthcare professionals and staff; *clinical simulation* in which students make use of simulators to practice common nursing procedures such as injections or taking vital signs in a safe environment; and *direct patient care* in which student nurses interact directly with patients or clients while under the guidance of an experienced nurse. Tables 5 through 7 summarize the amount of time PNE programs in Virginia devote to each of these types of clinical experiences by program type. Clinical experience opportunities were also offered outside of Virginia, in the District of Columbia, Maryland, Kentucky, North Carolina, Tennessee and West Virginia.

**Table 5. Number of Hours Assigned to Direct Client Care Experience by PNE Program Type**

# of Hours	Community College		Hospital Based		Private		Public Adult School		Public High School		Totals	
	#	%	#	%	#	%	#	%	#	%	#	%
0 to 325	2	10.0%	0	.0%	0	.0%	1	25.0%	0	.0%	3	4.2%
326 to 350	1	5.0%	0	.0%	0	.0%	0	.0%	1	4.2%	2	2.8%
351 to 375	2	10.0%	0	.0%	0	.0%	0	.0%	0	.0%	2	2.8%
376 to 400	4	20.0%	1	33.3%	4	20.0%	2	50.0%	3	12.5%	14	19.7%
More than 400	11	55.0%	2	66.7%	16	80.0%	1	25.0%	20	83.3%	50	70.4%
<b>Totals</b>	<b>20</b>	<b>100.0%</b>	<b>3</b>	<b>100.0%</b>	<b>20</b>	<b>100.0%</b>	<b>4</b>	<b>100.0%</b>	<b>24</b>	<b>100.0%</b>	<b>71</b>	<b>100.0%</b>

In most PNE programs the majority of a student’s clinical experience comes from direct patient care under the tutelage of an experienced nurse. Figure 8 shows that the majority (90%) of PNE programs report assigning more than 375 hours to direct patient care.

**Figure 8. Number of Hours Assigned to Direct Client Care Experience by PNE Program Types**



The amount of time PNE programs devote to clinical simulation ranges from 0 to more than 200 hours. Table 6 shows that 70% of PNE programs assigned less than 26 hrs to Clinical Simulation Experience.

**Table 6. Number of Hours Assigned to Clinical Simulation Experience by PNE Program Type**

# of Hours	Community College		Hospital Based		Private		Public Adult School		Public High School		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
0 to 25	14	70.0%	2	66.7%	16	80.0%	3	75.0%	15	62.5%	50	70.4%
26 to 50	2	10.0%	0	.0%	0	.0%	0	.0%	3	12.5%	5	7.0%
51 to 75	3	15.0%	0	.0%	1	5.0%	0	.0%	3	12.5%	7	9.9%
76 to 100	1	5.0%	0	.0%	3	15.0%	1	25.0%	1	4.2%	6	8.5%
126 to 150	0	.0%	0	.0%	0	.0%	0	.0%	1	4.2%	1	1.4%
176 to 200	0	.0%	0	.0%	0	.0%	0	.0%	1	4.2%	1	1.4%
More than 200	0	.0%	1	33.3%	0	.0%	0	.0%	0	.0%	1	1.4%
<b>Totals</b>	<b>20</b>	<b>100.0%</b>	<b>3</b>	<b>100.0%</b>	<b>20</b>	<b>100.0%</b>	<b>4</b>	<b>100.0%</b>	<b>24</b>	<b>100.0%</b>	<b>71</b>	<b>100.0%</b>

The amount of time PNE programs devote to clinical observation ranges from 0 to more than 200 hours. Approximately 77% of PNE programs assign 0 to 75 hours to clinical observation (see Table 7). Almost half of all PNE programs (50.7%) assign less than 26 hours of a student's time to clinical observation.

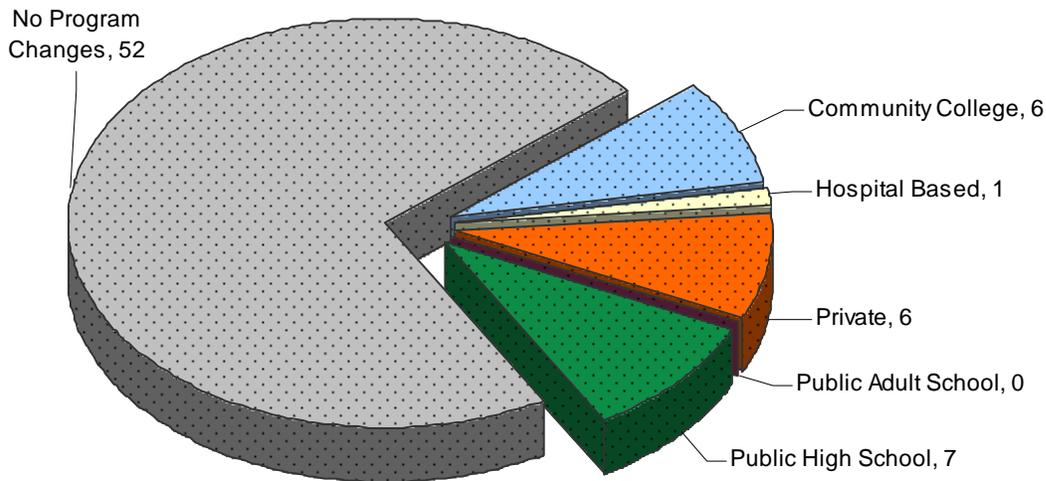
**Table 7. Number of Hours Assigned to Clinical Observation by PNE Program Type**

# of Hours:	Community College		Hospital Based		Private		Public Adult School		Public High School		Totals	
	#	%	#	%	#	%	#	%	#	%	#	%
0 to 25	12	60.0%	1	33.3%	13	65.0%	0	.0%	10	41.7%	36	50.7%
26 to 50	1	5.0%	1	33.3%	2	10.0%	1	25.0%	0	.0%	5	7.0%
51 to 75	0	.0%	1	33.3%	0	.0%	1	25.0%	0	.0%	2	2.8%
76 to 100	0	.0%	0	.0%	0	.0%	0	.0%	2	8.3%	2	2.8%
101 to 125	3	15.0%	0	.0%	4	20.0%	0	.0%	7	29.2%	14	19.7%
126 to 150	2	10.0%	0	.0%	0	.0%	0	.0%	3	12.5%	5	7.0%
176 to 200	2	10.0%	0	.0%	1	5.0%	2	50.0%	2	8.3%	7	9.9%
<b>Totals</b>	<b>20</b>	<b>100.0%</b>	<b>3</b>	<b>100.0%</b>	<b>20</b>	<b>100.0%</b>	<b>4</b>	<b>100.0%</b>	<b>24</b>	<b>100.0%</b>	<b>71</b>	<b>100.0%</b>

**Program Changes**

There were 20 PNE programs out of 72 that had implemented changes in their program during the 2008-09 academic year. Figure 9 illustrates the number of changes in different types of programs. Table 8 provides a summary of the implemented changes in each program type.

**Figure 9. Number of PNE Program changes**



**Table 8. Summary of Program Changes Implemented during 2008-09 Academic Year by PNE Program Type**

Program Type	Implemented Changes
Community College	<p><b># of programs that implemented changes: 6</b></p> <ul style="list-style-type: none"> <li>• Addition of NUR 135 Drug Calculation 1 credit class</li> <li>• Addition of PNE 116 Normal Nutrition 1 credit class instead of HLT 130 Nutrition and Diet Therapy</li> <li>• Increased the minimum passing score to 80%</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• implementation of web-based offered courses via a Title III Grant: PNE 173 Pharmacology; PNE 152 Mental Health &amp; Psychiatric Nursing; ENG 101 offered additionally web-based</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Math prerequisite requirement increased, from Math 02 to Math 03, in an attempt to address math skill(s) deficit of entering PN students</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Math prerequisite requirement increased, from Math 02 to Math 03, in an attempt to address math skill(s) deficit of entering PN students.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Medical Surgical curriculum changed to reflect a two semester course. Changed from PNE 195 (Topics in Practical Nursing) to PNE 110 &amp; PNE 111 (Practical Nursing in Health &amp; Disease I-II).</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Passing standard raised to 80% and grading scale adjusted.</li> </ul>

	<ul style="list-style-type: none"> <li>• The college froze admissions for the 2008-2009 academic year.</li> </ul>
	<ul style="list-style-type: none"> <li>• This was a new program. The first class will be admitted January 2010.</li> </ul>
<b>Hospital Based</b>	<ul style="list-style-type: none"> <li>• # of programs that implemented changes: 1</li> <li>• Decreased total program hours and approval letter dated 11/19/08 from VBON was source verification of approval.</li> </ul>
<b>Private</b>	<ul style="list-style-type: none"> <li>• # of programs that implemented changes: 6</li> <li>• 8/09-Preceptorship Program implemented. The program includes faculty, student, and facility orientation. Objectives and evaluations. 10/09 NCLEX review class. This class was not part of the curriculum. It was designed for graduates who have not sat for boards the 1st time and for those who failed and needed a refresher prior to retesting.</li> <li>• As of December 10, 2008, Centura College changed their practical nursing curriculum from quarter hours to semester hours.</li> <li>• Centura College changed the practical nursing curriculum from quarter credit hours to semester credit hours in December 2008.</li> <li>• Curriculum has been revised. Program Hours changed from 1730 to 1470.</li> <li>• Transitioned from Quarter to Semester system with Virginia Board of nursing approval.</li> <li>• Virginia School of Nursing and Medical Institute, practical nursing program had implemented a new change to its PN curriculum, academic policies and admission criteria.</li> </ul>
<b>Public High School</b>	<ul style="list-style-type: none"> <li>• # of programs that implemented changes: 7</li> <li>• Curriculum plan changes</li> <li>• Increased the passing grade to 80% in all academic courses in level 1 and level 2. Students must achieve a "Pass" on the NCLEX practice exam (pass/fail course grade) to be eligible for graduation.</li> <li>• Mental Health Nursing was moved from year 2 to the end of year 1.</li> <li>• PNII clinical instructor and Director were reduced from 11 month employees to 10 month employees. Dosage calculation was taught during PNI. It was split between PNI and PNII. PVR will be taught in PNII this year.</li> <li>• The addition of Introduction to Health and Medical Sciences course through LCPS as a prerequisite for High school students.</li> <li>• Implemented mandatory drug testing.</li> </ul>
<b>Total Changes</b>	<b>20</b>

## PNE Student Information

Most PNE programs in Virginia were operating at over 90% of their current capacity. Table 9 presents the number of students qualified, admitted and enrolled in the 2008-09 academic year, as well as the number of unfilled student spaces, students on wait lists and total spaces available for new students. Using these figures, total student capacity has been calculated as the total of student enrollments and unfilled slots. Overall, 92.2% of the total capacity for PNE students was utilized in the 2008-09 academic year.

**Table 9. PNE Student Admissions, Enrollments and Capacity in the 2008-09 Academic Year**

During Academic Year 2008-2009:	Community College	Hospital Based	Private	Public Adult School	Public High School	Totals
# of Programs	20	3	20	4	25	72
# of applications received	1132	360	4562	365	1693	8112
# of applications qualified	741	213	3416	163	966	5499
# of qualified applicants admitted	687	171	2414	191	895	4358
# of applicants admitted who enrolled	599	142	2352	175	805	4073
<b>Total Enrollments</b>	<b>671</b>	<b>93</b>	<b>2487</b>	<b>192</b>	<b>1034</b>	<b>4477</b>
# of qualified applicants on 'wait list'	57	25	40	4	70	196
# of unfilled spaces	48	4	254	17	54	377
Total spaces available for new students	633	150	2567	150	777	4277
<b>Capacity for PNE students<sup>a</sup></b>	<b>719</b>	<b>97</b>	<b>2741</b>	<b>209</b>	<b>1088</b>	<b>4854</b>
<b>% of Capacity filled in 2008-09<sup>b</sup></b>	<b>93.3%</b>	<b>95.9%</b>	<b>90.7%</b>	<b>91.9%</b>	<b>95.0%</b>	<b>92.2%</b>

a Capacity = # Total enrollment + unfilled slots

b Percentage = Total enrollment /capacity

Figure 10 illustrates the total student body of PNE students distributed across the various program types. More than half of the PNE student capacity in Virginia was currently held by 20 private programs. Public high school programs accounted for 22% of the state's total capacity, followed by community colleges (15%). Public adult school programs and hospital-based PNE programs both accounted for only 6% of the total PNE capacity in Virginia in 2008-09.

Figure 10. PNE Student Capacity in Virginia in the 2008-09 Academic Year

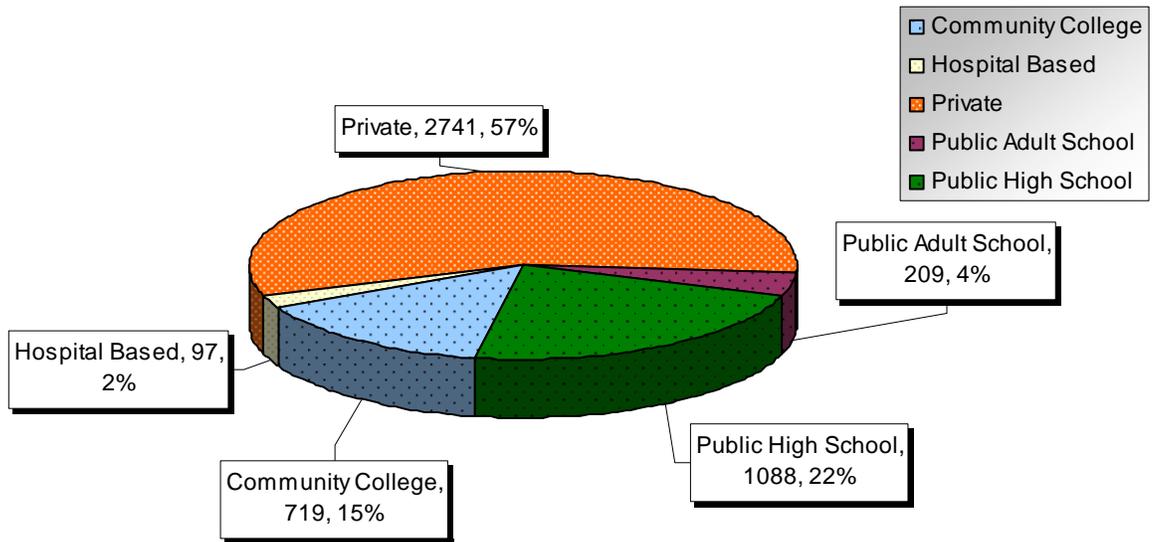


Figure 11. PNE Student Admissions, Enrollments and Unfilled Spaces in the 2008-09 Academic Year

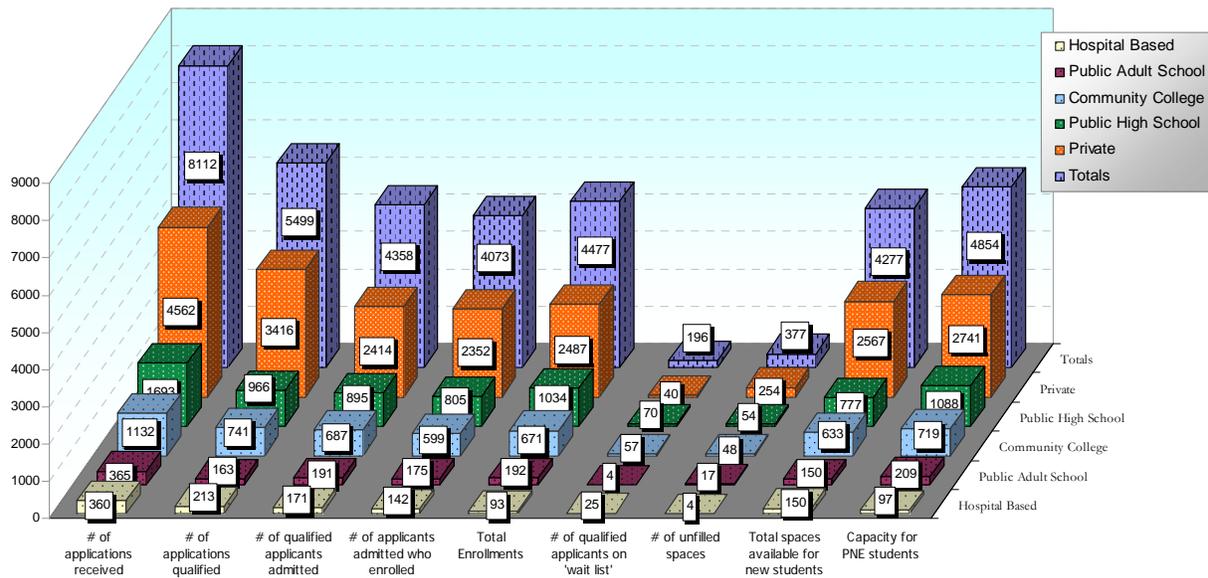


Table 10 reports the reasons given by PNE programs for turning away qualified students during the 2008-09 academic year. Most programs cite a lack of qualified faculty, classroom space and limited clinical sites as the primary factors.

Table 11 reports the reasons given by PNE programs for having some student spaces unfilled, the reasons offered most often were lack of qualified applicants, last minute drops from the program that could not be filled in a short time, and students who were admitted who could not attend for financial reasons. See Table 10 for the specifics.

Table 10. Reasons for Turning Away Qualified Applicants to PNE Programs

PNE Program Type	Reasons for Turning Away Qualified Applicants	# of Programs
<b>Community College</b>		
	<ul style="list-style-type: none"> <li>• Effective program capacity reached</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Lack of classroom space, Effective program capacity reached</li> </ul>	1
	<ul style="list-style-type: none"> <li>• Lack of classroom space, Lack of clinical space</li> </ul>	1
	<ul style="list-style-type: none"> <li>• Lack of qualified faculty</li> </ul>	1
	<ul style="list-style-type: none"> <li>• Lack of qualified faculty, Lack of classroom space, Lack of clinical space, Effective program capacity reached, Other</li> </ul>	1
	<ul style="list-style-type: none"> <li>• Lack of qualified faculty, Lack of clinical space, Effective program capacity reached</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Other</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Unknown</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Demand for LPN in region has drastically decreased and we have limited our numbers to accept</li> </ul>	1
	<ul style="list-style-type: none"> <li>• Did not meet academic/program requirements</li> </ul>	1
	<ul style="list-style-type: none"> <li>• Financial Issues, Personal Issues</li> </ul>	1
	<ul style="list-style-type: none"> <li>• Incomplete course work</li> </ul>	1
	<ul style="list-style-type: none"> <li>• Lack of perquisites courses</li> </ul>	1
	<ul style="list-style-type: none"> <li>• We did not admit students for the 2008-2009 academic year. The College placed the program "on hold" and froze admissions for financial reasons.</li> </ul>	1
<b>Hospital Based</b>		
	<ul style="list-style-type: none"> <li>• Effective program capacity reached</li> </ul>	1
	<ul style="list-style-type: none"> <li>• Lack of qualified faculty, Lack of classroom space</li> </ul>	1
	<ul style="list-style-type: none"> <li>• Lack of qualified faculty, Lack of classroom space, Lack of clinical space</li> </ul>	1
<b>Private</b>		
	<ul style="list-style-type: none"> <li>• Effective program capacity reached</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Other</li> </ul>	6
	<ul style="list-style-type: none"> <li>• Unknown</li> </ul>	1
	<ul style="list-style-type: none"> <li>• Unknown, Other</li> </ul>	1
	<ul style="list-style-type: none"> <li>• Did not pass criminal background check</li> </ul>	1
	<ul style="list-style-type: none"> <li>• financial</li> </ul>	1
	<ul style="list-style-type: none"> <li>• Financial Aid Issues</li> </ul>	1
	<ul style="list-style-type: none"> <li>• Lack of financial aid</li> </ul>	1
	<ul style="list-style-type: none"> <li>• Varied</li> </ul>	1
	<ul style="list-style-type: none"> <li>• Withdrew application</li> </ul>	1
<b>Public Adult School</b>		

• Lack of classroom space	1
• Lack of qualified faculty, Effective program capacity reached	1
• Unknown	1
<b>Public High School</b>	
• Effective program capacity reached	6
• Lack of classroom space	1
• Lack of classroom space, Lack of clinical space	1
• Lack of classroom space, Lack of clinical space, Effective program capacity reached	2
• Lack of classroom space, Lack of clinical space, Other	1
• Lack of qualified faculty	1
• Lack of qualified faculty, Effective program capacity reached	1
• Lack of qualified faculty, Lack of classroom space, Lack of clinical space, Effective program capacity reached	1
• Lack of qualified faculty, Lack of clinical space	1
• Lack of qualified faculty, Lack of clinical space, Effective program capacity reached	1
• Other	1
• Repeating students	1
• They were accepted, but did not come	1

**Table 11. Reasons for Unfilled Spaces in PN Programs by Type**

PNE Program Type	Reasons for Unfilled Space	# unfilled space	# of Programs
<b>Community College</b>			
	• Lack of qualified applicants. Two withdrew prior to first day; one withdrew after orientation but had not registered. One withdrew due to surgery after classes began.	8	1
	• Not enough qualified PN applicants to fill all 20 spaces.	5	1
	• Number of applicants decreased significantly. Targeted decreased enrollment with increased visibility of PN program in advertisements in region and improved advising for prospective students by enhancing all advising by counselors, A.D.N. nursing faculty & PN faculty to explore PN as an option - consistency in advisement & program promotion.	7	1
	• Positions unfilled due to financial reasons	2	1
	• Students did not meet prerequisites or students decided to enroll in an RN program.	19	1
	• Two of our high schools had slots, but did not have high school students to fill all slots	5	1
	• Two students who were admitted could not attend for financial reasons or personal issues. There were no more	2	1

	qualified applicants to fill these spaces.		
	• Total	48	7
<b>Hospital Based</b>			
	• There were last minute drops from the program and could not fill in short time spam	4	1
	• Total	4	1
<b>Private</b>			
	• Based on the 134 students that were admitted we prepared spaces and maintained faculty for 85% of those students to begin their education. This left us with a total of 5 open spaces for the 2008-09 academic year.	5	1
	• Financial reasons.	10	1
	• Lack of qualified applicants.	36	1
	• Medical learning Center does not offer financial aid at this time. Most of the qualified applicants required financial aid to become enrolled into the program.	75	1
	• Some applicants did not achieve an acceptable score on the TEAS Entrance Exam	46	1
	• Students dropped from program due to financial reasons and relocation	15	1
	• They withdrew their applications due to acceptance into an RN program, relocation or finances.	7	1
	• Unfilled spaces were due to student cancellations, no shows and drops.	18	1
	• We did not have enough applicants. In addition, students making application could not pass the admission TEAS Test or they could not pass the criminal background check.	30	1
	• Total	242	9
<b>Public Adult School</b>			
	• Adult students could not acquire funding for tuition.	7	1
	• No-shows	5	1
	• Once these students were accepted to the program, they withdrew their application and it was too late to obtain additional students.	5	1
	• Total	17	3
<b>Public High School</b>			
	• All students were admitted, one declined admission, 3 students were no call/no show's on the first day of class, 3 declined due to financial reasons	6	1
	• Usually admit 23 to 24 students, however due to budget constraints was instructed to only admit the number of students I felt I could advance to PNII even if a reduction in faculty occurred.	0	1
	• Lack of qualified applicants.	5	1

• No more applicants	5	1
• Our program has both adult and high school applicants. We generally take all qualified high school and adult applicants up to 60 applicant's total. This year we had less than 60 qualified applicants and several of our accepted applicants did not actually enroll in classes.	6	1
• Some of the high school students changed their mind at the last minute and decided to pursue other course/program options.	14	1
• Students were accepted into the program; however last minute circumstances caused the student to withdraw.	5	1
• The high school class was filled at 25 students (the 2 wait listed were high school students). We did not have 25 qualified adult students apply, thus leaving empty seats.	7	1
• The program was allowed to enroll 40. We accept about 5 more than what we were allowed to cover what we know will be NO SHOWS. But when we enroll less than 40, it was too late to try to increase the roll by the deficit. For the past 3 years, we have accepted everyone who qualifies and do not have a "wait list".	0	1
• The two students were offered admission but did not show up for the first day of class. When contacted, the students could not attend due to personal reasons. Due to time restraints, there was no way to admit other students.	2	1
• We did not have 25 qualified applicants.	4	1
<b>Total</b>	<b>54</b>	<b>11</b>

The minimum grade point average (GPA) requirement for admission to PNE programs varies from one program to another. 26 PNE programs reported a 2.0 minimum GPA required for admission, while 14 PNE programs required at least a 2.5 GPA, and seven PNE programs required a 3.0 GPA or better. There were nine PNE programs that did not require a minimum GPA for admission. Table 12 reports the *minimum* GPA requirements for admission and *average* GPA for students admitted for each program type.

**Table 12. Minimum and Average GPA Requirement for Admission by Program Type**

PNE Program Type	GPA	# of Programs
<b>Community College</b>		
<b>Minimum GPA requirement for admission</b>	.0	2
	2.00	9
	2.3	1
	2.5	8
	<b>Total</b>	<b>20</b>
<b>Average GPA of admitted students</b>	0.00	2
	2.00	1
	2.30	1
	2.35	1
	2.48	1

	2.50	2
	2.60	1
	2.75	1
	2.80	2
	3.00	2
	3.20	1
	3.30	1
	Total	16
<b>Hospital Based</b>		
Minimum GPA requirement for admission	2.0	2
	Total	2
Average GPA of admitted students	2.60	1
	2.68	1
	Total	2
<b>Private</b>		
Minimum GPA requirement for admission	.0	5
	2.0	3
	2.50	1
	3.0	4
	200.0	1
	Total	14
Average GPA of admitted students	0.00	4
	2.00	1
	2.19	1
	2.30	1
	3.00	5
	3.08	1
	3.20	1
	Total	14
<b>Public Adult School</b>		
Minimum GPA requirement for admission	.0	1
	2.0	1
	80.00	1
	Total	3
Average GPA of admitted students	2.30	1
	2.34	1
	80.00	1
	Total	3
<b>Public High School</b>		
Minimum GPA requirement for admission	.00	1
	2.0	11
	2.2	1
	2.25	1
	2.5	5
	2.8	1
	3.0	3

	85.0	1
	<b>Total</b>	<b>24</b>
<b>Average GPA of admitted students</b>	2.00	1
	2.30	1
	2.38	1
	2.50	1
	2.60	3
	2.67	1
	2.73	1
	2.80	3
	2.85	1
	2.90	2
	3.00	2
	3.12	1
	3.20	1
	3.21	1
	77.00	1
	95.00	1
	<b>Total</b>	<b>22</b>

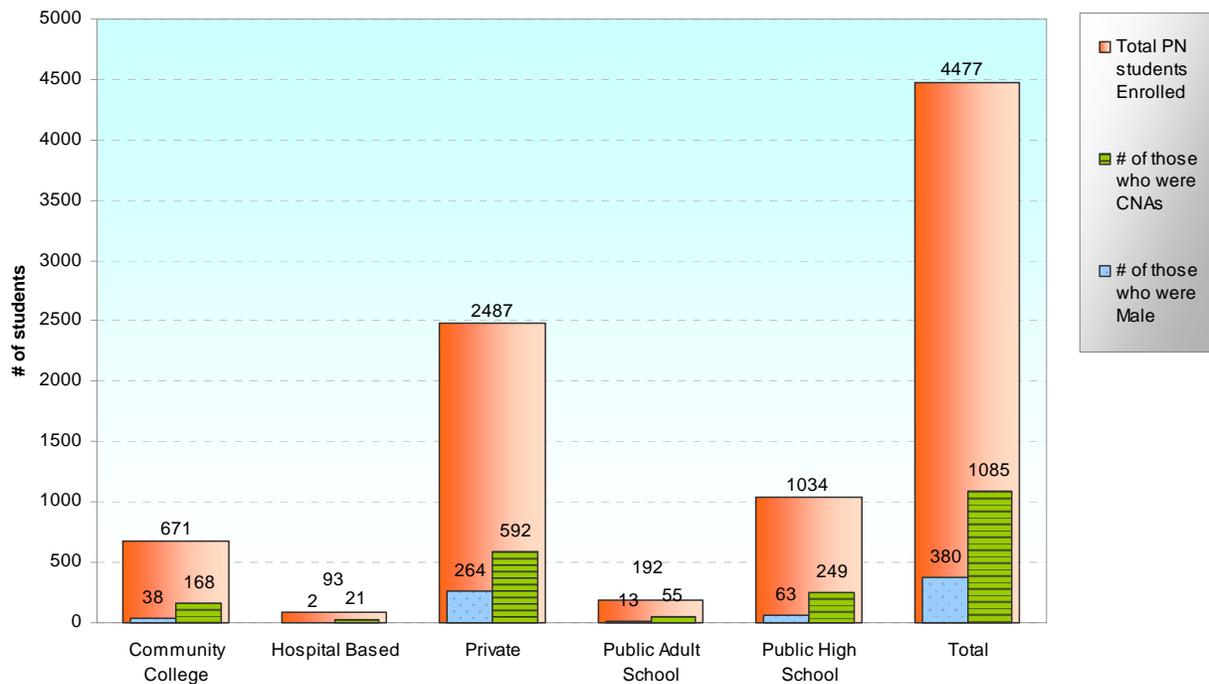
The majority of students enrolled in PNE programs during the 2008-09 academic year were female. Only 8% of the total PNE students enrolled were male. Private programs enrolled 69% of the total males enrolled in PNE programs and 54.5% of total CNAs enrolled in PNE programs, while Public high school programs enrolled 16.5% of the total males and 22.9% of total CNAs enrolled in PNE programs. Table 13 summarizes the number of PNE students that enrolled during the 2008-09 academic year, the number of men that enrolled in class, and the number that were CNAs.

Figure 12 illustrates PNE students that enrolled during the 2008-09 academic year. More than half (55.5%) of total PN student enrollments were in Private programs; 25.3% enrolled in Public High School programs, 14.9% enrolled in Community College programs, 4.3% enrolled in Public Adult School programs, and 2.1% enrolled in Hospital Based programs.

**Table 13. Number of Male Students and CNAs Enrolled by Program Type**

During Academic Year 2008-09:	Community College	Hospital Based	Private	Public Adult School	Public High School	Total
# of Programs	20	3	20	4	25	72
<b>Total PNE student Enrolled</b>	<b>671</b>	<b>93</b>	<b>2487</b>	<b>192</b>	<b>1034</b>	<b>4477</b>
# who were Male	38	2	264	13	63	380
% who were Male	6%	2%	11%	7%	6%	8%
# who were CNAs	168	21	592	55	249	1085
% who were CNAs	25%	23%	24%	29%	24%	24%

Figure 12. Number of Male Students and CNAs Enrolled by Program Type



### PNE Student Attrition

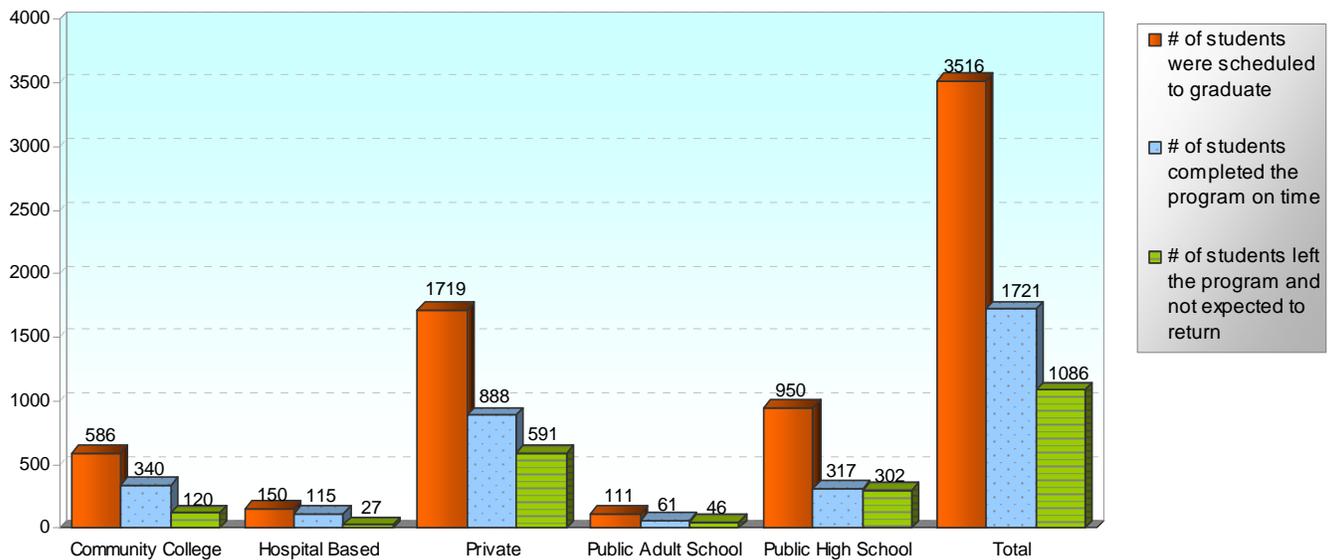
Almost half (49%) of PNE students scheduled to graduate during the 2008-2009 academic year (August 1 - July 31), according to the curriculum schedule they enrolled in when they first came into the program actually completed the program on time, while 31% of students scheduled to graduate left the program and were not expected to return. Table 14 reports the number of students who were scheduled to graduate, number of students who completed the program on time, and the students who left the program and were not expected to return.

Table 14. Student Attrition in PNE Program Types in Virginia

# Students	Community College	Hospital Based	Private	Public Adult School	Public High School	Total
# of students who were scheduled to graduate	586	150	1719	111	950	3516
# of students who completed the program on time	340	115	888	61	317	1721
% students who completed the program on time	<b>58%</b>	<b>77%</b>	<b>52%</b>	<b>55%</b>	<b>33%</b>	<b>49%</b>
# of students who left the program and not expected to return	120	27	591	46	302	1086
% students who left the program and were not expected to return	<b>20%</b>	<b>18%</b>	<b>34%</b>	<b>41%</b>	<b>32%</b>	<b>31%</b>

Although hospital based programs have the lowest number of total students scheduled to graduate (4.3%), 77% of those students graduated from hospital based programs completed the program on time compared to those students in public high school programs (33%). Eighteen percent of students scheduled to graduate left the program and were not expected to return in hospital based programs, compared to 41% in public adult school programs. Figure 13 compares the number of students who left the program by program type. Table 15 reports the number of students who left the program by semester/trimester and program type. The majority of students left the program during the 1st semester and 2nd semester as shown in Figure 14.

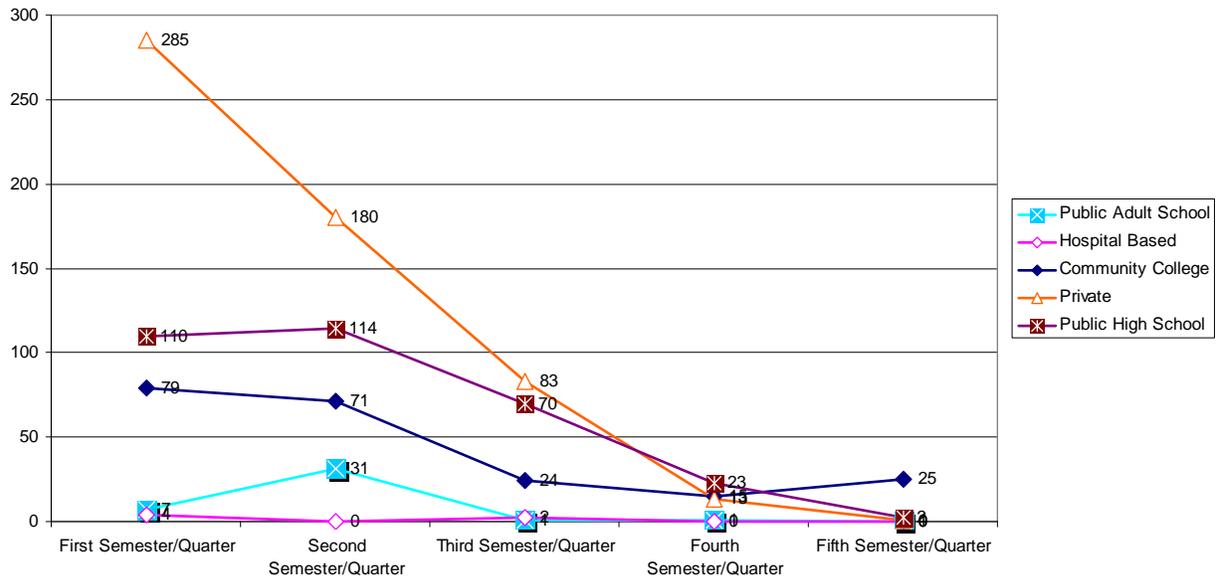
**Figure 13. Student Attrition in PNE Programs by Program Type**



**Table 15. Students Attrition among PNE Students Admitted for 2008-09**

For those students admitted for 2008-09, how many left the program	Community College	Hospital Based	Private	Public Adult School	Public High School	Totals
# of Programs	20	3	20	4	25	72
in the 1 <sup>st</sup> semester	79	4	285	7	110	485
in the 2 <sup>nd</sup> semester	71	.	180	31	114	396
in the 3 <sup>rd</sup> semester	24	2	83	1	70	180
in the 4 <sup>th</sup> semester	15	.	13	1	23	52
in the 5 <sup>th</sup> semester	25	.	1	0	2	28
Or						
in the 1 <sup>st</sup> trimester	35	16	7	6	20	84
in the 2 <sup>nd</sup> trimester	24	9	20	1	4	58
in the 3 <sup>rd</sup> trimester	3	4	26	0	0	33
<b>Totals</b>	<b>276</b>	<b>35</b>	<b>615</b>	<b>47</b>	<b>368</b>	<b>1316</b>

Figure 14. Students Attrition in PNE Programs by Program Type



**PNE Graduates:**

Table 16 reports PNE students who graduated during the 2008-09 academic year. More than half (55%) of total PNE students who graduated were in private programs; 18% graduated from public high school programs, 17% graduated from community college programs, 6% graduated from hospital based programs and 3% graduated from public adult school programs.

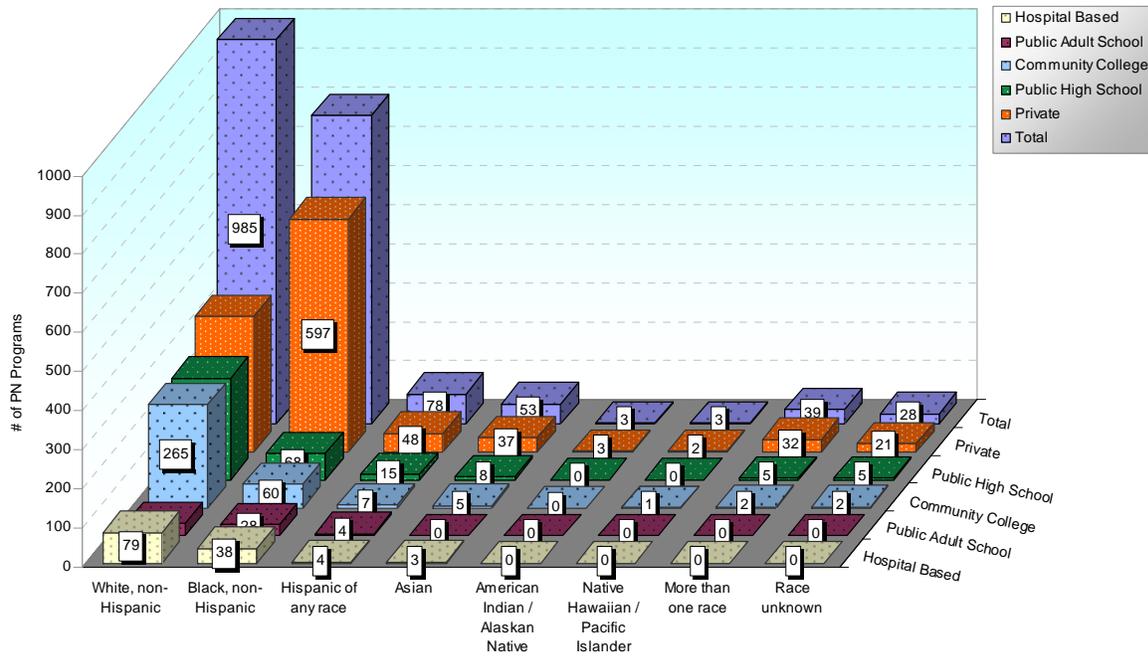
Table 16. Graduates Racial/Ethnic categories in PNE programs by Program Type

# of Graduates	Type of program											
	Community College		Hospital Based		Private		Public Adult School		Public High School		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>White, non-Hispanic</b>	265	13.9	79	4.2	348	18.3	32	1.7	261	13.7	<b>985</b>	<b>51.8</b>
<b>Black, non-Hispanic</b>	60	3.2	38	2.0	597	31.4	28	1.5	68	3.6	<b>791</b>	<b>41.6</b>
<b>Hispanic of any race</b>	7	.4	4	.2	48	2.5	4	.2	15	.8	<b>78</b>	<b>4.1</b>
<b>Asian</b>	5	.3	3	.2	37	1.9	0	.0	8	.4	<b>53</b>	<b>2.8</b>
<b>American Indian / Alaskan Native</b>	0	.0	0	.0	3	.2	0	.0	0	.0	<b>3</b>	<b>.2</b>
<b>Native Hawaiian / Pacific Islander</b>	1	.1	0	.0	2	.1	0	.0	0	.0	<b>3</b>	<b>.2</b>
<b>More than one race</b>	2	.1	0	.0	32	1.7	0	.0	5	.3	<b>39</b>	<b>2.1</b>
<b>Race unknown</b>	2	.1	0	.0	21	1.1	0	.0	5	.3	<b>28</b>	<b>1.5</b>
<b>Total students graduated</b>	<b>342</b>	<b>17</b>	<b>124</b>	<b>6</b>	<b>1088</b>	<b>55</b>	<b>64</b>	<b>3</b>	<b>362</b>	<b>18</b>	<b>1900</b>	<b>100</b>

Note: When asked directly how many students, total, graduated, the answer received was 1900, not 1980 as reported. It is possible that some schools were not able to determine when some students graduated and those were left out of the counts in this Table.

The racial characteristics of Virginia's PNE graduates are illustrated in Figure 15. More than half (51.8%) of PNE Graduates were White, 41.6% Black, and 4.1% Hispanic. Table 16 reports the number of graduates in each ethnic category. Approximately 75.5% of the Black graduates in Virginia in the 2008-09 academic year graduated from private programs. More than half (54.8%) of private program graduates were Black while the majority of community college graduates (77.5%) and public high school programs graduates (72%) were White.

**Figure 15. Graduates Racial/Ethnic categories in PNE programs by Program Type**

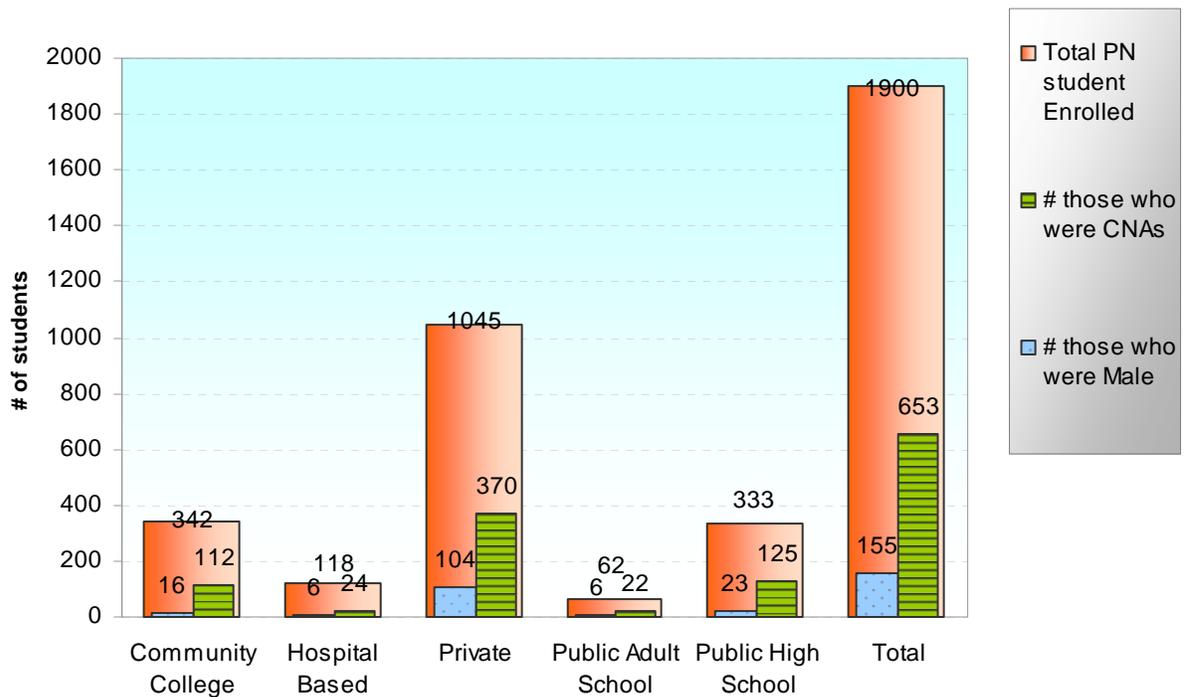


The majority of students graduated in PNE programs during the academic year 2008-09 were female. Eight percent of the total PNE students who graduated were male. Private programs graduated 67.1% of the total males graduating from PNE programs, and graduated 56.7% of total CNAs who graduated from PNE programs. Public high school programs graduated 14.8% of the total males and 19.1% of total CNAs who graduated from PNE programs. Table 17 summarizes the number of PNE students who graduated during the 2008-09 academic year, the number of men that graduated, and the number of graduates that were CNAs.

**Table 17. Number of Male Students and CNA Graduates by Program Type**

	Community College	Hospital Based	Private	Public Adult School	Public High School	Total
# of Programs	20	3	20	4	25	72
Total PNE students Enrolled	342	118	1045	62	333	1900
# who were Male	16	6	104	6	23	155
% who were Male	5%	5%	10%	10%	7%	8%
# who were CNAs	112	24	370	22	125	653
% who were CNAs	33%	20%	35%	35%	38%	34%

Figure 16. Number of Male Students and CNA Graduates by Program Type



Only 3.4% of the students (65) graduating from PNE programs during the academic year 2008-09 also had a degree in a discipline other than nursing. Thirty-one students graduated from private programs, 21 from community colleges, six from public high schools, five from hospital based programs, and two students from public adult school programs.

Table 18. Graduates having a degree in a discipline other than nursing

PNE Program Type	Community College		Hospital Based		Private		Public Adult School		Public High School		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
# of Programs	20	27.8%	3	4.2%	20	27.8%	4	5.6%	25	34.7%	72	100.0%
Total PN student Graduates	342	18.0%	118	6.2%	1045	55.0%	62	3.3%	333	17.5%	1900	100.0%
# of graduates also having a degree in a discipline other than nursing	21	32.3%	5	7.7%	31	47.7%	2	3.1%	6	9.2%	65	100.0%

## Full Time (FT) Faculty in PN Programs

Among the PNE programs in the state responding to the survey, a total of 287 full-time faculty members including those in administration were employed on Oct. 15, 2009. Twenty-one positions were vacant, and 13 positions were being actively recruited. Programs also reported a total of 55 new faculty appointments during the year. Resignations during the year totaled 37 for full-time faculty.

**Table 19. Full Time Faculty: New Appointments/ Resignations and Distributions**

For Academic Year 2008-09:	Community College	Hospital Based	Private	Public Adult School	Public High School	Totals
	#	#	#	#	#	#
Total number of full-time nursing faculty	59	14	114	12	88	287
Total number of full-time nursing faculty positions	7	0	9	1	4	21
Total number of vacant full-time positions being actively recruited	2	0	7	1	3	13
# of new full-time nursing faculty appointments	1	2	43	1	8	55
# of full-time nursing faculty resigned	2	2	19	2	12	37

Figure 17 illustrates that the majority (78.9%) of full time faculty were White, and 17.4% were Black. Almost half (45.7%) of White full time faculty were employed by public high schools, 13.9% of White full time faculty were employed by community colleges, and 13.9% were employed by private programs.(See Table 20 for details.)

**Table 20. Full Time Faculty Racial/Ethnic categories by Program Type**

# FT Faculty	Community College		Hospital Based		Private		Public Adult School		Public High School		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
White, non-Hispanic	52	13.9%	11	2.9%	52	13.9%	9	2.4%	171	45.7%	295	78.9%
Black, non-Hispanic	6	1.6%	1	.3%	42	11.2%	3	.8%	13	3.5%	65	17.4%
Hispanic of any race	0	.0%	0	.0%	2	.5%	0	.0%	2	.5%	4	1.1%
Asian	1	.3%	0	.0%	3	.8%	0	.0%	0	.0%	4	1.1%
American Indian / Alaskan Native	0	.0%	0	.0%	2	.5%	0	.0%	0	.0%	2	.5%
Native Hawaiian / Pacific Islander	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
More than one race	0	.0%	0	.0%	2	.5%	0	.0%	1	.3%	3	.8%
Race unknown	0	.0%	0	.0%	1	.3%	0	.0%	0	.0%	1	.3%
<b>Total</b>	<b>59</b>	<b>16%</b>	<b>12</b>	<b>3%</b>	<b>104</b>	<b>28%</b>	<b>12</b>	<b>3%</b>	<b>187</b>	<b>50%</b>	<b>374</b>	<b>100%</b>

Figure 17. Full Time Faculty Racial/Ethnic categories by Program Type

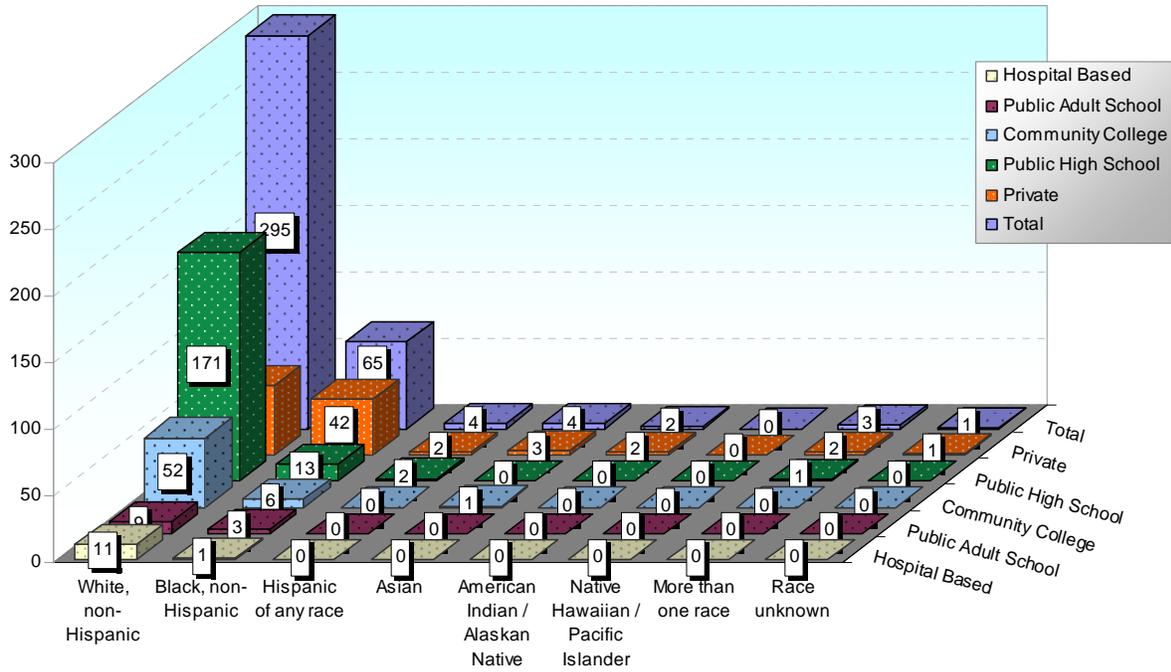
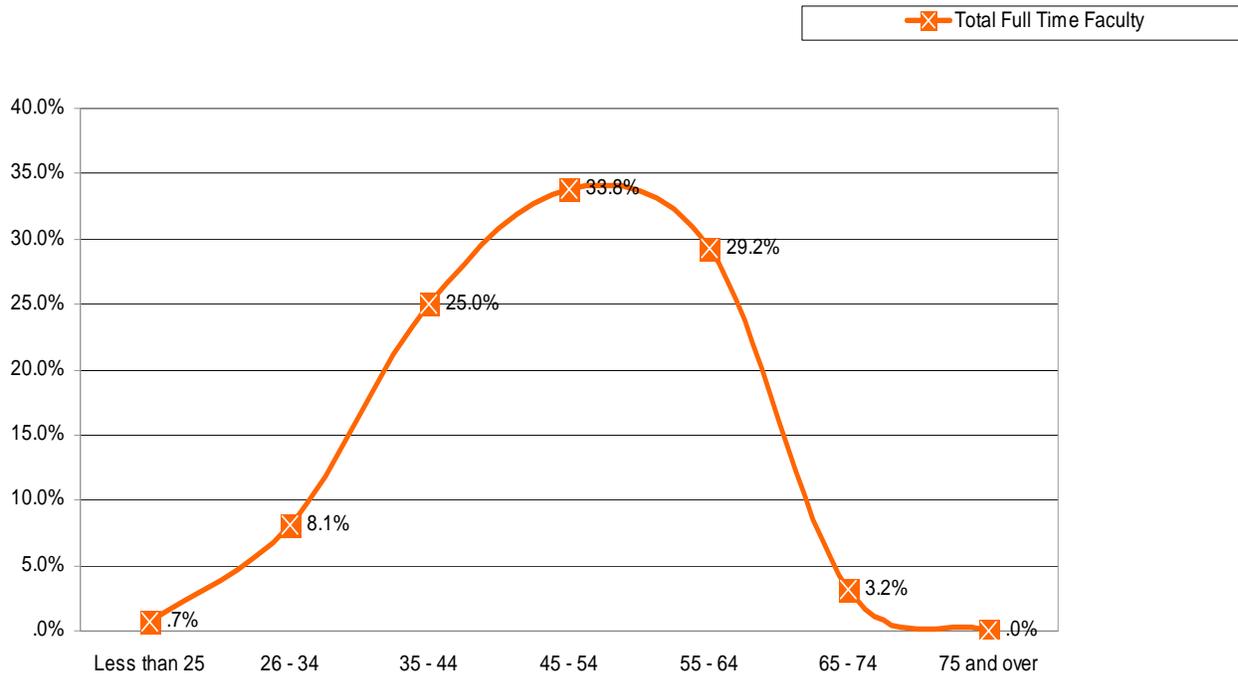


Table 21 reports the age characteristics of full time faculty in PNE programs. The majority (88%) of total full time faculty were between 34-65 years as shown in Figure 18. Well over a third of full time faculty in PNE programs (39%) were employed by private programs, while 32% were employed by public high schools, and 21% were employed by community college programs.

Table 21. Faculty in PNE Programs by Age

# FT Faculty	Community College		Hospital Based		Private		Public Adult School		Public High School		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Less than 25	1	.4%	0	.0%	0	.0%	0	.0%	1	.4%	2	.7%
26 - 34	2	.7%	1	.4%	13	4.6%	0	.0%	7	2.5%	23	8.1%
35 - 44	20	7.0%	3	1.1%	24	8.5%	2	.7%	22	7.7%	71	25.0%
45 - 54	19	6.7%	3	1.1%	42	14.8%	3	1.1%	29	10.2%	96	33.8%
55 - 64	13	4.6%	4	1.4%	29	10.2%	7	2.5%	30	10.6%	83	29.2%
65 - 74	4	1.4%	1	.4%	2	.7%	0	.0%	2	.7%	9	3.2%
75 and over	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
Age unknown	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
<b>Total</b>	<b>59</b>	<b>21%</b>	<b>12</b>	<b>4%</b>	<b>110</b>	<b>39%</b>	<b>12</b>	<b>4%</b>	<b>91</b>	<b>32%</b>	<b>284</b>	<b>100%</b>

Figure 18. Full Time Faculty Age Range

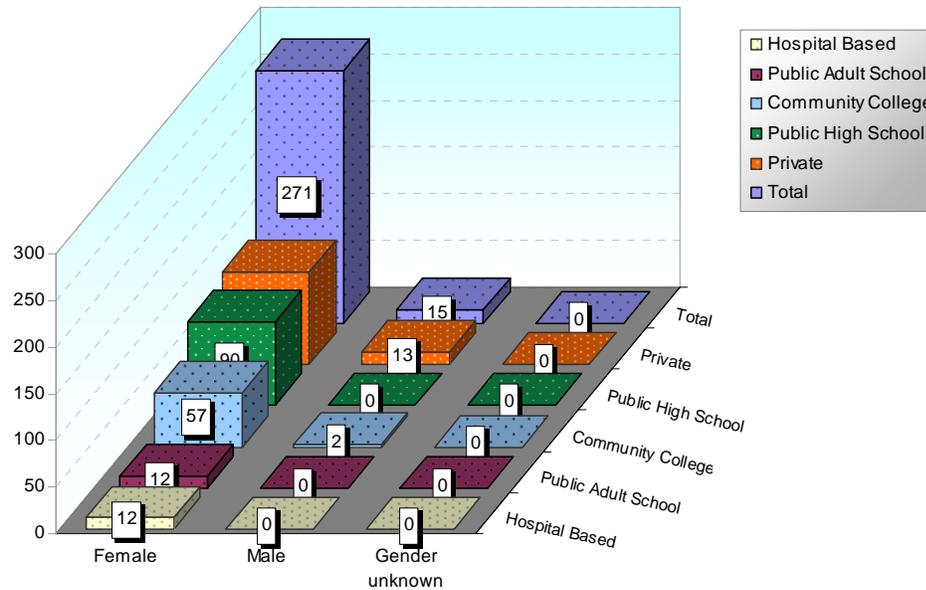


Both Figure 19 and Table 22 show that almost all (94.8%) full time faculty in PNE programs were female and only 15 (5.2%) were male. Thirteen out of 15 (86.7%) male full time faculty were employed by private programs, and two (13.3%) were employed by community college programs. All full time faculties employed in hospital based, public high, and public adult school programs were female.

Table 22. Full Time Faculty in PNE programs by Gender

# FT Faculty	Community College		Hospital Based		Private		Public Adult School		Public High School		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	57	19.9%	12	4.2%	100	35.0%	12	4.2%	90	31.5%	271	94.8%
Male	2	.7%	0	.0%	13	4.5%	0	.0%	0	.0%	15	5.2%
Gender unknown	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
<b>Total</b>	<b>59</b>	<b>21%</b>	<b>12</b>	<b>4%</b>	<b>113</b>	<b>40%</b>	<b>12</b>	<b>4%</b>	<b>90</b>	<b>31%</b>	<b>286</b>	<b>100%</b>

Figure 19. Full Time Faculty in PNE programs by Gender



Most (86.1%) of PNE programs reported that the number of full-time positions budgeted for programs was adequate to meet their current needs, while 8 (11.1%) programs reported that the number of full-time positions budgeted was not adequate to meet their current needs. (See Table 23.)

Table 23. Was the Number of Full-time Positions Budgeted for the Program Adequate to Meet Needs?

# FT Faculty replied:	Community College		Hospital Based		Private		Public Adult School		Public High School		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
No	2	2.8%	0	.0%	1	1.4%	1	1.4%	4	5.6%	8	11.1%
None	2	2.8%	0	.0%	0	.0%	0	.0%	0	.0%	2	2.8%
Yes	16	22.2%	3	4.2%	19	26.4%	3	4.2%	21	29.2%	62	86.1%
<b>Total</b>	<b>20</b>	<b>27.8%</b>	<b>3</b>	<b>4.2%</b>	<b>20</b>	<b>27.8%</b>	<b>4</b>	<b>5.6%</b>	<b>25</b>	<b>34.7%</b>	<b>72</b>	<b>100.0%</b>

Table 24 reports the reasons why full time faculty positions were not adequate to meet the programs needs. Five out of eight PNE programs reported that budget was the reason for their shortage in full time faculty.

**Table 24. Reasons Why Full-time Positions were not Adequate to Meet PNE Needs**

Program Type	Reasons	# programs
<b>Community College</b>		
	Budget	1
	Fulltime vacancy filled during faculty search with adjunct faculty personnel	1
	There were 2 fulltime faculty, of the 2 faculty, 1 faculty member was on long term leave for a medical condition and her position was still paid, but vacant in that no one was filling her position and do not have an expected return date. This has left the program short handed. Part time faculty have taken courses, but program director was responsible for all full time work (advisement, course coordination, etc.)	1
<b>Public Adult School</b>		
	Budget	1
	No back-up in case of illness, etc.	1
<b>Public High School</b>		
	Budget	3
	A reduction in faculty was proposed last year, stimulus money prevented the reduction from being implemented, however I expect the same reduction will be proposed this year.	1
	As of November 1st we have employed the third faculty member	1

### Part Time Faculty in PNE Programs

Table 25 reports that the total number of part time and adjunct nursing faculty employed on October 15<sup>th</sup>, 2009 was 283, 10 vacant positions, and 15 positions being actively recruited. Most (71%) part time and adjunct nursing faculty were employed by private programs, 22% by community colleges, 2.8% by public adult schools, 2.1% by public high schools, and 1.4% by hospital based programs.

**Table 25. Part Time Faculty in PNE Programs, Vacant and Actively Recruited**

For 2008-2009 Academic Year	Community College	Hospital Based	Private	Public Adult School	Public High School	Totals
	#	#	#	#	#	#
Total # of part-time and adjunct nursing faculty employed on Oct. 15, 2009.	64	4	201	8	6	283
Total # of part-time nursing faculty positions vacant on Oct. 15, 2009.	2	2	6	0	0	10
Total number of vacant part-time positions being actively recruited on Oct. 15, 2009	6	2	7	0	0	15

Figure 20 and Table 26 both illustrate that 63.4% of part time faculty was White, 32.5% were Black and 2.7% were Asian. More than half (61.1%) of White part time faculty were employed by private programs, and 31.9% of White part time faculty were employed by community college programs. Most Black part time faculty members (89.5%) were employed by private programs. All three Hispanic, eight Asian, and one Native Hawaiian part time faculty members were employed by private programs.

**Table 26. Part Time Faculty Racial/Ethnic Categories by Program Type**

# PT Faculty	Community College		Hospital Based		Private		Public Adult School		Public High School		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
White, non-Hispanic	59	20.2%	4	1.4%	113	38.7%	4	1.4%	5	1.7%	185	63.4%
Black, non-Hispanic	5	1.7%	0	.0%	85	29.1%	4	1.4%	1	.3%	95	32.5%
Hispanic of any race	0	.0%	0	.0%	3	1.0%	0	.0%	0	.0%	3	1.0%
Asian	0	.0%	0	.0%	8	2.7%	0	.0%	0	.0%	8	2.7%
American Indian / Alaskan Native	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
Native Hawaiian / Pacific Islander	0	.0%	0	.0%	1	.3%	0	.0%	0	.0%	1	.3%
More than one race	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
Race unknown	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>64</b>	<b>22%</b>	<b>4</b>	<b>1%</b>	<b>210</b>	<b>72%</b>	<b>8</b>	<b>3%</b>	<b>6</b>	<b>2%</b>	<b>292</b>	<b>100%</b>

Figure 20. Part Time Faculty Racial/Ethnic Categories by Program Type

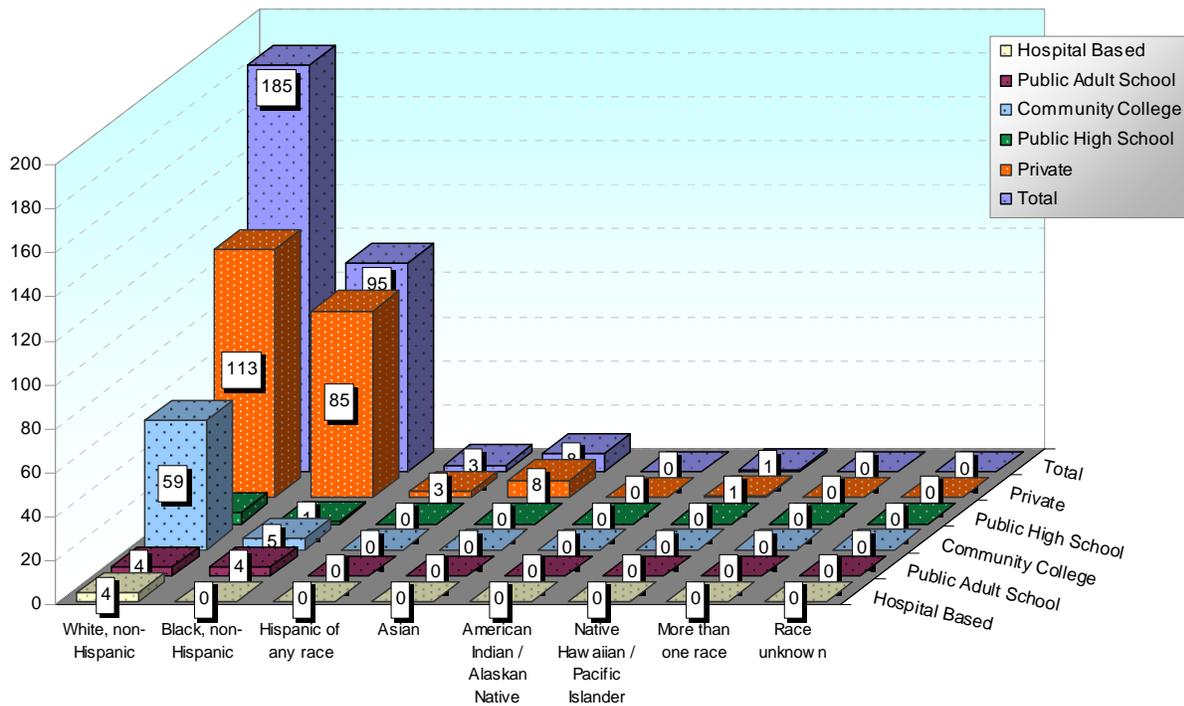


Table 27 reports the age characteristics of part time faculty in PNE programs. Sixty-seven percent of total full time faculty was between 34 and 55 years as shown in Figure 21, and 17.7% between 54 and 64.

Table 27. Part Time Faculty in PNE by Age Range

# PT Faculty	Community College		Hospital Based		Private		Public Adult School		Public High School		Total Part Time Faculty	
	#	%	#	%	#	%	#	%	#	%	#	%
Less than 25	2	.7%	0	.0%	3	1.0%	0	.0%	0	.0%	5	1.7%
26-34	2	.7%	0	.0%	25	8.5%	1	.3%	0	.0%	28	9.5%
35-44	28	9.5%	4	1.4%	67	22.8%	0	.0%	3	1.0%	102	34.7%
45-54	22	7.5%	1	.3%	66	22.4%	6	2.0%	0	.0%	95	32.3%
55-64	10	3.4%	0	.0%	39	13.3%	1	.3%	2	.7%	52	17.7%
65-74	0	.0%	0	.0%	8	2.7%	0	.0%	1	.3%	9	3.1%
75 and over	0	.0%	0	.0%	2	.7%	0	.0%	0	.0%	2	.7%
Age unknown	0	.0%	0	.0%	0	.0%	0	.0%	1	.3%	1	.3%
<b>Total</b>	<b>64</b>	<b>22%</b>	<b>5</b>	<b>2%</b>	<b>210</b>	<b>71%</b>	<b>8</b>	<b>3%</b>	<b>7</b>	<b>2%</b>	<b>294</b>	<b>100%</b>

Figure 21. Part Time Faculty in PNE by Age Range

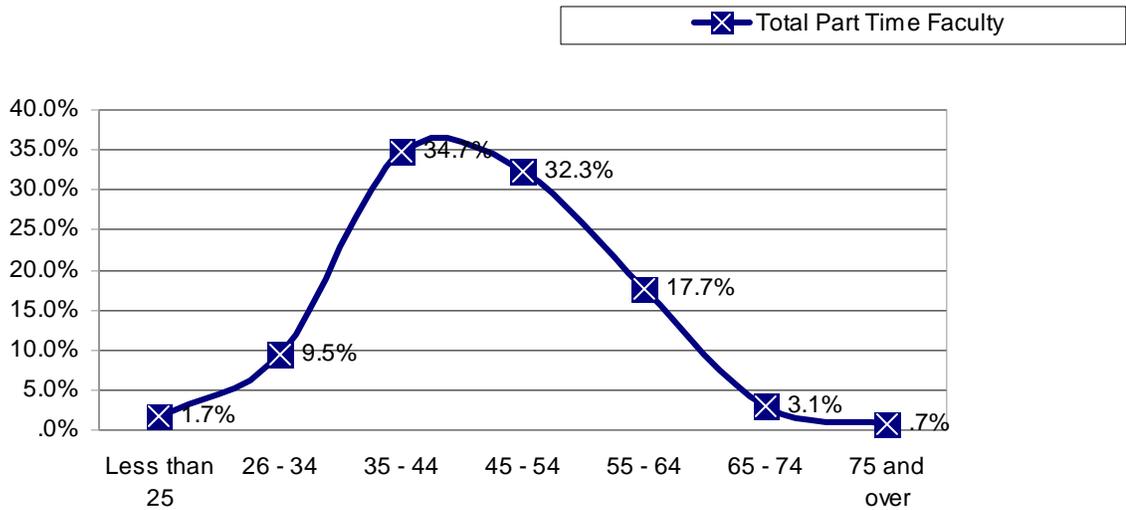


Table 28 reports that most (90.1%) part time faculty in PNE programs were female and only 28 (9.9%) were male. The vast majority (89.3%) of male part time faculty were employed by private programs, and three (10.7%) were employed by community college programs. All part time faculties employed in hospital based programs, public high school programs, and public adult school programs were female.

Table 28. Part Time Faculty in PNE programs by Gender

# PT Faculty	Community College		Hospital Based		Private		Public Adult School		Public High School		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	60	21.2%	4	1.4%	177	62.5%	8	2.8%	6	2.1%	255	90.1%
Male	3	1.1%	0	.0%	25	8.8%	0	.0%	0	.0%	28	9.9%
Gender unknown	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
<b>Total</b>	<b>63</b>	<b>22%</b>	<b>4</b>	<b>1%</b>	<b>202</b>	<b>71%</b>	<b>8</b>	<b>3%</b>	<b>6</b>	<b>2%</b>	<b>283</b>	<b>100%</b>

Figure 22. Part Time Faculty in PNE Programs by Gender

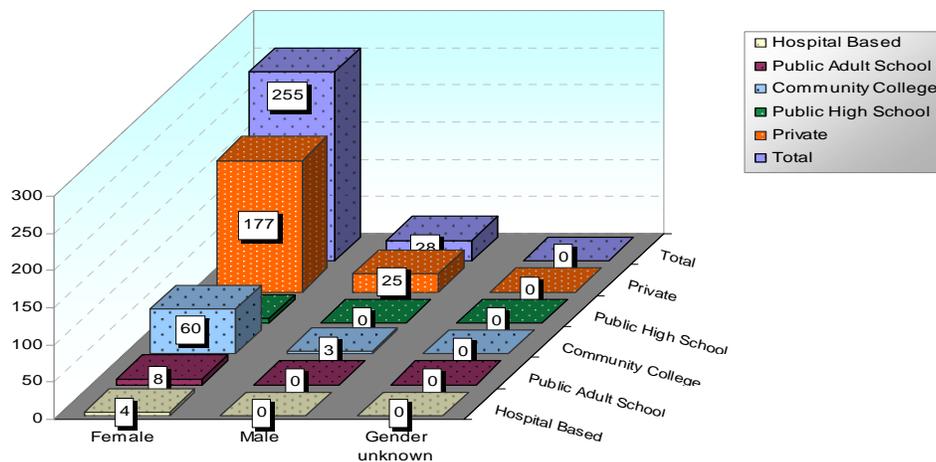


Table 29 report the highest degrees held by PNE directors. Only one (1.4%) PNE director had a doctorate degree, 30.5% of PNE program directors had masters in nursing degrees (22 programs), 18.1% of program directors had non-nursing master's degree (13 programs), 31.9% of program directors had nursing baccalaureate (23 programs). One program director was reported as having a non-nursing bachelors degree, one as having a doctorate in education, and two as having ADN. Other degrees reported were "Masters of Science Comm. Health / Health Care Management, MBA, MSN, FNP-C," and one program director reported working on a master's project.

**Table 29. Highest Degree Held by PN Program Directors by Program Type**

Directors Degree	Community College	Hospital Based	Private	Public Adult School	Public High School	Totals
	#	#	#	#	#	#
ADN	0	0	1	0	1	2
BSN	5	0	7	1	10	23
EdD	0	0	0	0	1	1
MSN	8	1	6	2	5	22
Non-nursing BA/BS	0	0	0	0	1	1
Non-nursing Masters	3	1	4	1	4	13
None	2	1	1	0	2	6
Other	2	0	1	0	0	3
PhD	0	0	0	0	1	1
<b>Totals</b>	<b>20</b>	<b>3</b>	<b>20</b>	<b>4</b>	<b>25</b>	<b>72</b>

### Disruptions in the Full-Time Nursing Faculty

Thirty-four out of 72 (47.2%) PNE programs reported that they expect the same level of disruption in full time nursing faculty again this year. Twenty-four programs (33.3%) reported that they expect less disruption, and five programs (6.9%) reported that they expect more. Table 30 provides the anticipated level of disruption in PNE programs by program type.

**Table 30. Expected Disruption within Full-time Nursing Faculty**

Level of Disruption	Community College	Hospital Based	Private	Public Adult School	Public High School	Total
	#	#	#	#	#	#
Expect about the same	10	2	10	1	11	34
Expect less	3	1	9	2	9	24
Expect more	2	0	0	1	2	5
None	5	0	1	0	3	9

## Registered Nurse Education Programs

### Types of Programs

In October, 2009, there were 68 Registered Nurse (RN) Education Programs in operation in Virginia. Table 31 illustrates the different types of RN Programs. Associate Degree, Baccalaureate Degree, and Diploma represent 88.2% of RN Programs, while online programs (Associate Degree Online and Diploma Online) and accelerated programs (Accelerated Baccalaureate Degree and Accelerated Masters Degree) represent the remaining 11.8% as shown in figure 23. Students graduating from any of these program types were eligible to take the National Council Licensure Examination for Registered Nurses.

**Table 31. Registered Nurse (RN) Education Program Types in Virginia**

RN Program Type	# of programs	% of Total
Associate Degree	37	54.4%
Baccalaureate Degree	17	25.0%
Diploma	6	8.8%
Accelerated Baccalaureate Degree	3	4.4%
Accelerated Masters Degree	2	2.9%
Associate Degree Online	2	2.9%
Diploma Online	1	1.5%
<b>Total</b>	<b>68</b>	<b>100.0%</b>

**Figure 23. Registered Nurse (RN) Education Program Types in Virginia**

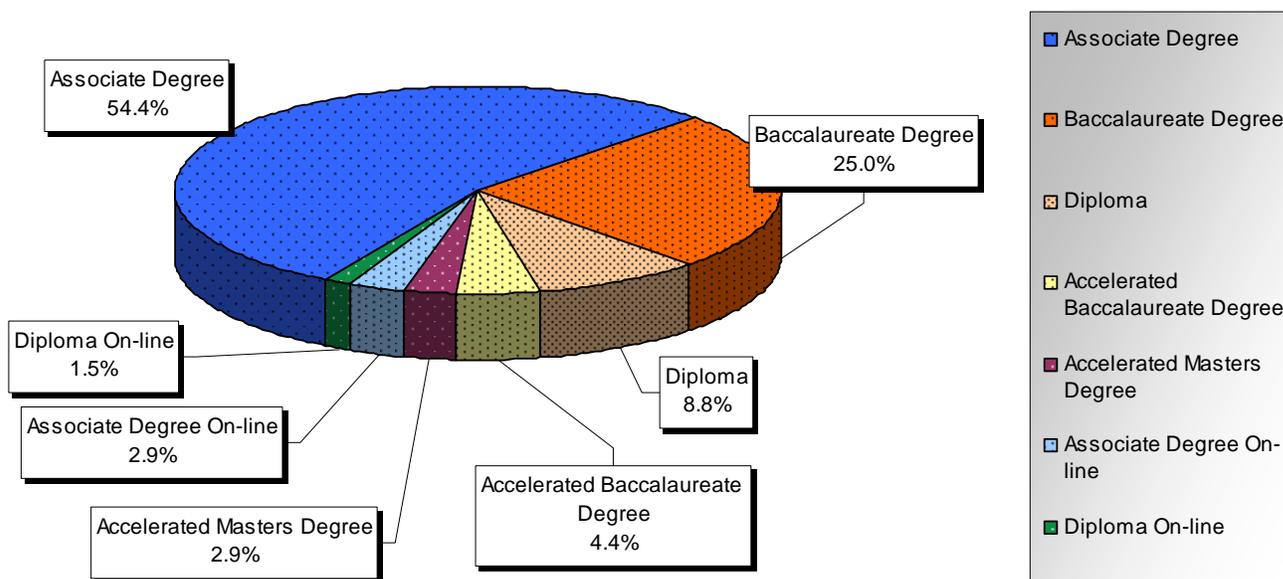


Table 32. Number of RN to Baccalaureate Degree Programs

Type of Program	RN to Baccalaureate Degree Program	
	#	%
Associate Degree	1	5.0%
Baccalaureate Degree	14	70.0%
Diploma	0	.0%
Accelerated Baccalaureate Degree	3	15.0%
Accelerated Masters Degree	2	10.0%
Associate Degree Online	0	.0%
Diploma Online	0	.0%
<b>Total</b>	<b>20</b>	<b>100.0%</b>

Twenty out of 68 (29%) RN programs have a RN to baccalaureate degree program. Table 32 summarizes the number of such programs by program type.

Map 2. Registered Nurse Education Programs in Virginia



## Accreditation Status

RN programs accredited by the national accrediting agencies differ by program type. Figure 24 illustrates how the different types of accreditation were distributed in the different program types. Approximately 66% of RN programs were accredited, 14 (21%) programs were accredited by the Commission on Collegiate Nursing Education (CCNE), 29 (43%) programs were accredited by the National League for Nursing Accrediting Commission (NLNAC), and two (3%) programs were accredited by both agencies. Tables 33 and 34 report the number of programs accredited by CCNE and NLNAC and accreditation dates by program type. More than half (37 out of 68 or 54.4%) RN programs were accredited by other accrediting organizations, 30 (approx. 44%) of them by Commission on Colleges of the Southern Association of Colleges and Schools (SACS). (See Table 35 for details.)

Figure 24. RN Programs Accredited by NLNAC and CCNE

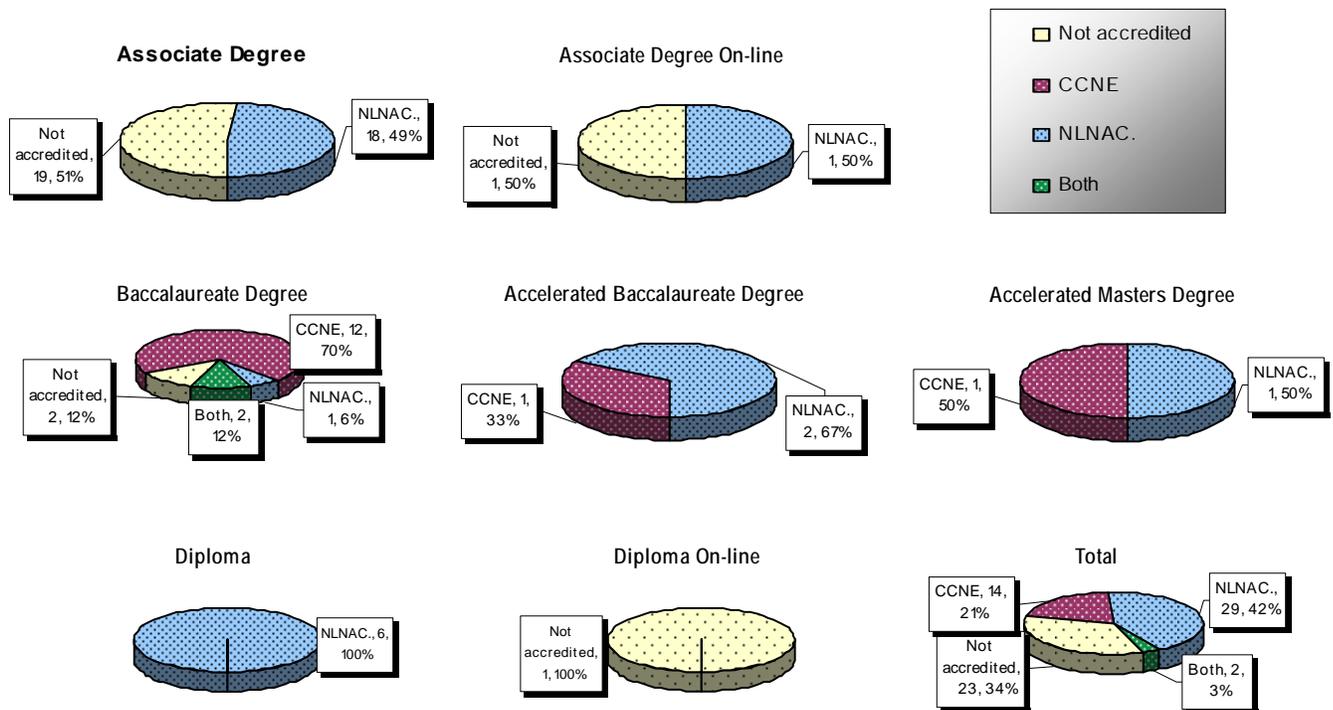


Table 33. Programs Accredited by NLNAC

	Accelerated Baccalaureate	Accelerated Masters	Associate	Associate Online	Baccalaureate	Diploma	Diploma Online	Total	%
Not Accredited	0	0	19	1	2	0	1	23	34%
CCNE	1	1	0	0	12	0	0	14	21%
NLNAC.	2	1	18	1	1	6	0	29	43%
Both	0	0	0	0	2	0	0	2	3%
<b>Total</b>	<b>3</b>	<b>2</b>	<b>37</b>	<b>2</b>	<b>17</b>	<b>6</b>	<b>1</b>	<b>68</b>	<b>100%</b>

**Table 34. RN Programs Accreditation Dates by Program Type**

Type of Program	Accrediting Agency	Date of most recent Accreditation	#
Accelerated Baccalaureate Degree	NLNAC	07-Jul-2002	1
		12-Oct-2004	1
	<b>Total</b>		<b>2</b>
	CCNE	30-Jun-2009	1
		<b>Total</b>	<b>1</b>
Accelerated Masters Degree	NLNAC	07-Jul-2002	1
		<b>Total</b>	
	CCNE	24-Apr-2004	1
		<b>Total</b>	
Associate Degree	NLNAC	23-Jan-2001	1
		17-Jul-2002	3
		16-Jul-2003	1
		30-Mar-2004	1
		13-Jul-2005	1
		05-Oct-2006	1
		06-Oct-2006	2
		15-Oct-2006	3
		21-Mar-2007	1
		30-Jul-2007	1
		30-Oct-2007	1
		20-Feb-2008	1
		05-Feb-2009	1
	<b>Total</b>		<b>18</b>
CCNE	23-Jan-2001	1	
<b>Total</b>		<b>1</b>	
Associate Degree Online	NLNAC	20-Feb-2008	1
<b>Total</b>		<b>1</b>	
Baccalaureate Degree	NLNAC	07-Jul-2002	1
		09-Feb-2009	2
		<b>Total</b>	
	CCNE	29-Sep-2001	3
		30-Jun-2003	1
		03-Oct-2003	1
		21-Apr-2004	1
		24-Apr-2004	1
		09-Oct-2004	2
		25-Oct-2004	1
		12-Apr-2008	1
		13-Apr-2009	1
		01-Oct-2009	1
23-Oct-2009	1		
<b>Total</b>		<b>14</b>	
Diploma	NLNAC	01-Mar-2002	1
		16-Jul-2003	1
		01-Mar-2004	1
		03-Aug-2005	1
		01-Oct-2006	1
		07-May-2007	1
<b>Total</b>		<b>6</b>	

**Table 35. Number of programs accredited by other accrediting institutions.**

Accrediting agencies	# of programs	% of total RN programs
Commission on Colleges of the Southern Association of Colleges and Schools (SACS)	30	44%
The Accrediting Council for Independent Colleges and Schools (ACICS)	4	6%
Accrediting Bureau of Health Education Schools (ABHES)	1	1%
Commission of the Council on Occupational Education (COE)	1	1%
Middle States and State Council of Higher Education for Virginia (SCHEV)*	1	1%
<b>Total</b>	<b>37</b>	<b>54%</b>

\* SCHEV was not an accrediting body; however, it provides program approval.

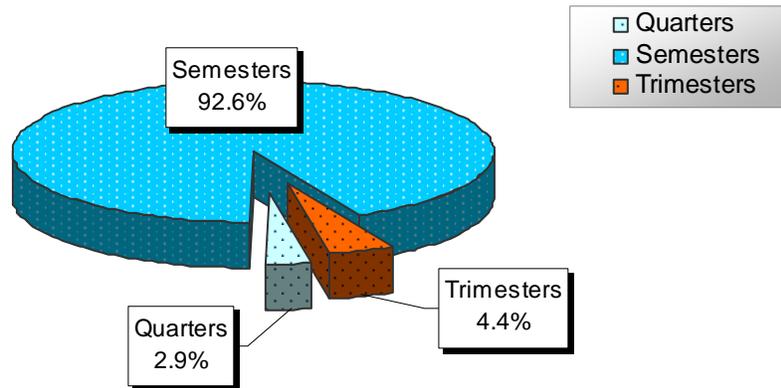
**Program Characteristics:**

Most RN education programs in Virginia run on a semester schedule as shown in Figure 25, although three diploma programs use a trimester, and 2 programs (one associate degree program and one baccalaureate degree program) use a quarter schedules. Table 36 shows the number of programs using semesters, quarters, and trimesters for each program type.

**Table 36. Structure of RN Education Programs by Program Type**

Program Type		Program Structure			
		Quarters	Semesters	Trimesters	Total
Accelerated Baccalaureate Degree	#	0	3	0	3
	%	.0%	4.4%	.0%	4.4%
Accelerated Masters Degree	#	0	2	0	2
	%	.0%	2.9%	.0%	2.9%
Associate Degree	#	1	36	0	37
	%	1.5%	52.9%	.0%	54.4%
Associate Degree Online	#	0	2	0	2
	%	.0%	2.9%	.0%	2.9%
Baccalaureate Degree	#	1	16	0	17
	%	1.5%	23.5%	.0%	25.0%
Diploma	#	0	3	3	6
	%	.0%	4.4%	4.4%	8.8%
Diploma Online	#	0	1	0	1
	%	.0%	1.5%	.0%	1.5%
<b>Total</b>	#	<b>2</b>	<b>63</b>	<b>3</b>	<b>68</b>
	%	<b>2.9%</b>	<b>92.6%</b>	<b>4.4%</b>	<b>100.0%</b>

Figure 25. Structure of RN Education Programs by Program Type



The number of semesters, quarters or trimesters in program curricula range from two to 12 or more. The majority (73.5%) of RN programs have four or five semesters, quarters or trimesters in their curriculum. (See Table 37 for more details.)

Table 37. Number of Semesters, Quarters or Trimesters in Program Curricula by Program Type

Type of Program	Number of semesters, quarters or trimesters in a program								
		2	3	4	5	6	8	12 or more	Total
Accelerated Baccalaureate	#	0	0	2	1	0	0	0	3
	%	.0%	.0%	2.9%	1.5%	.0%	.0%	.0%	4.4%
Accelerated Masters	#	0	0	0	1	1	0	0	2
	%	.0%	.0%	.0%	1.5%	1.5%	.0%	.0%	2.9%
Associate	#	0	2	18	17	0	0	0	37
	%	.0%	2.9%	26.5%	25.0%	.0%	.0%	.0%	54.4%
Associate Online	#	0	0	0	2	0	0	0	2
	%	.0%	.0%	.0%	2.9%	.0%	.0%	.0%	2.9%
Baccalaureate	#	1	1	4	2	2	6	1	17
	%	1.5%	1.5%	5.9%	2.9%	2.9%	8.8%	1.5%	25.0%
Diploma	#	0	0	0	2	2	2	0	6
	%	.0%	.0%	.0%	2.9%	2.9%	2.9%	.0%	8.8%
Diploma Online	#	0	0	0	1	0	0	0	1
	%	.0%	.0%	.0%	1.5%	.0%	.0%	.0%	1.5%
Total	#	1	3	24	26	5	8	1	68
	%	1.5%	4.4%	35.3%	38.2%	7.4%	11.8%	1.5%	100.0%

The types of curriculum schedule options offered to RN students varied from one program to another. RN students have the following schedule options: daytime courses, evening courses, evening/weekend courses, weekend courses, accelerated courses, or online courses. All RN programs

except one offer daytime courses and most of them offer evening courses. Table 38 shows the curriculum schedule options reported by RN programs by program type.

**Table 38. Types of curriculum schedule options offered to RN students**

Type of Program	Curriculum Schedule Options	# programs	% of Total
Accelerated Baccalaureate	Daytime courses, Accelerated courses	1	1.5%
	Daytime courses, Evening courses	1	1.5%
	Daytime courses, Evening courses, Evening/weekend courses, Weekend courses, Accelerated courses, Online courses	1	1.5%
	<b>Total</b>	<b>3</b>	<b>4.4%</b>
Accelerated Masters	Daytime courses, Accelerated courses	2	2.9%
	<b>Total</b>	<b>2</b>	<b>2.9%</b>
Associate	Accelerated courses, Online courses	1	1.5%
	Daytime courses	20	29.4%
	Daytime courses, Accelerated courses	1	1.5%
	Daytime courses, Evening courses	4	5.9%
	Daytime courses, Evening courses, Evening/weekend courses, Online courses	1	1.5%
	Daytime courses, Evening courses, Evening/weekend courses, Weekend courses, Accelerated courses	1	1.5%
	Daytime courses, Evening courses, Online courses	2	2.9%
	Daytime courses, Evening/weekend courses	3	4.4%
	Daytime courses, Evening/weekend courses, Accelerated courses, Online courses	1	1.5%
	Daytime courses, Online courses	2	2.9%
	Weekend courses, Accelerated courses	1	1.5%
<b>Total</b>	<b>37</b>	<b>54.4%</b>	
Associate Online	Daytime courses, Evening courses, Evening/weekend courses, Weekend courses, Accelerated courses, Online courses	1	1.5%
	Evening courses, Weekend courses, Online courses	1	1.5%
	<b>Total</b>	<b>2</b>	<b>2.9%</b>
Baccalaureate	Daytime courses	4	5.9%
	Daytime courses, Accelerated courses	3	4.4%
	Daytime courses, Accelerated courses, Online courses	1	1.5%
	Daytime courses, Evening courses	5	7.4%
	Daytime courses, Evening courses, Accelerated courses, Online courses	1	1.5%
	Daytime courses, Evening courses, Evening/weekend courses, Online courses	1	1.5%
	Daytime courses, Online courses	2	2.9%
<b>Total</b>	<b>17</b>	<b>25.0%</b>	

Diploma	Daytime courses	3	4.4%
	Daytime courses, Evening/weekend courses	2	2.9%
	Daytime courses, Online courses	1	1.5%
	<b>Total</b>	<b>6</b>	<b>8.8%</b>
Diploma Online	Daytime courses, Evening courses, Evening/weekend courses, Online courses	1	1.5%
	<b>Total</b>	<b>1</b>	<b>1.5%</b>
<b>Total RN Programs</b>		<b>68</b>	<b>100.0%</b>

Figure 26 shows the minimum and maximum number of months required for a full time student to complete a program. Accelerated baccalaureate degree programs require 15 to 20 months to complete, accelerated masters degree programs take between 20 to 24 months, associate degree programs 15 to 30 months, associate degree online programs 21 to 30 months, baccalaureate degree programs 16 to 36 months, diploma programs 20 to 33 months, and diploma online programs require approximately 20 months to complete.

**Table 39. Approximate Number of Months for a Full Time Student to Complete the Program**

Type of Program		# of months													Total
		15	16	20	21	23	24	25	28	30	31	33	34	36 +	
Accelerated Baccalaureate	#	1	1	1	0	0	0	0	0	0	0	0	0	0	3
	%	1.5%	1.5%	1.5%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	4.4%
Accelerated Masters	#	0	0	1	0	0	1	0	0	0	0	0	0	0	2
	%	.0%	.0%	1.5%	.0%	.0%	1.5%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	2.9%
Associate	#	9	1	2	14	1	7	2	0	1	0	0	0	0	37
	%	13.2%	1.5%	2.9%	20.6%	1.5%	10.3%	2.9%	.0%	1.5%	.0%	.0%	.0%	.0%	54.4%
Associate Online	#	0	0	0	1	0	0	0	0	1	0	0	0	0	2
	%	.0%	.0%	.0%	1.5%	.0%	.0%	.0%	.0%	1.5%	.0%	.0%	.0%	.0%	2.9%
Baccalaureate	#	0	1	0	1	1	1	0	1	1	1	0	1	9	17
	%	.0%	1.5%	.0%	1.5%	1.5%	1.5%	.0%	1.5%	1.5%	1.5%	.0%	1.5%	13.2%	25.0%
Diploma	#	0	0	1	2	0	1	0	0	1	0	1	0	0	6
	%	.0%	.0%	1.5%	2.9%	.0%	1.5%	.0%	.0%	1.5%	.0%	1.5%	.0%	.0%	8.8%
Diploma Online	#	0	0	1	0	0	0	0	0	0	0	0	0	0	1
	%	.0%	.0%	1.5%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	1.5%
<b>Total</b>	#	<b>10</b>	<b>3</b>	<b>6</b>	<b>18</b>	<b>2</b>	<b>10</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>9</b>	<b>68</b>
	%	<b>14.7%</b>	<b>4.4%</b>	<b>8.8%</b>	<b>26.5%</b>	<b>2.9%</b>	<b>14.7%</b>	<b>2.9%</b>	<b>1.5%</b>	<b>5.9%</b>	<b>1.5%</b>	<b>1.5%</b>	<b>1.5%</b>	<b>13.2%</b>	<b>100.0%</b>

Figure 26. Months Required for a Full Time Student to Complete the Program

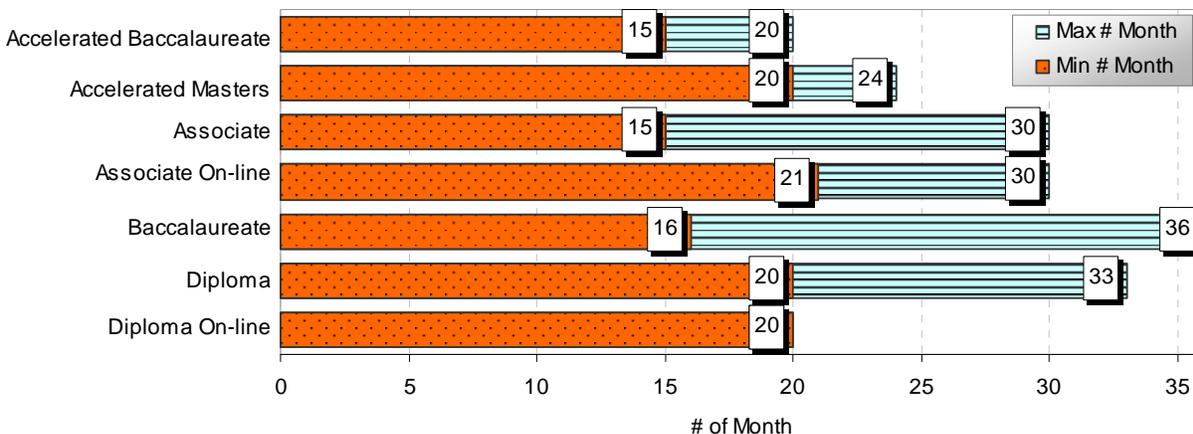
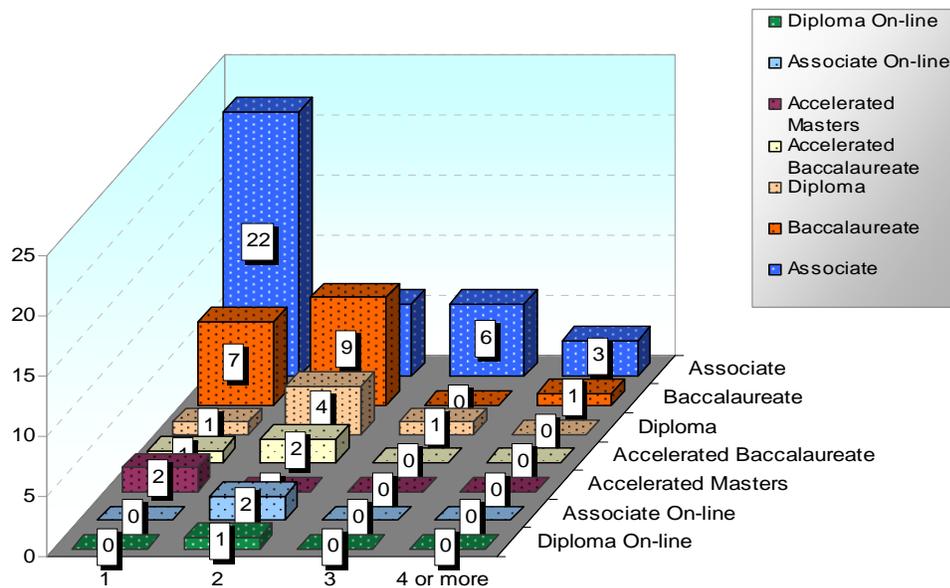


Table 40. Number of Admission Points in the RN Academic Year by Program Type

# of Admission Points:		Number of Admission Points in the academic year				
		1	2	3	4 or more	Total
Accelerated Baccalaureate	#	1	2	0	0	3
	%	1.5%	2.9%	.0%	.0%	4.4%
Accelerated Masters	#	2	0	0	0	2
	%	2.9%	.0%	.0%	.0%	2.9%
Associate	#	22	6	6	3	37
	%	32.4%	8.8%	8.8%	4.4%	54.4%
Associate Online	#	0	2	0	0	2
	%	.0%	2.9%	.0%	.0%	2.9%
Baccalaureate	#	7	9	0	1	17
	%	10.3%	13.2%	.0%	1.5%	25.0%
Diploma	#	1	4	1	0	6
	%	1.5%	5.9%	1.5%	.0%	8.8%
Diploma Online	#	0	1	0	0	1
	%	.0%	1.5%	.0%	.0%	1.5%
Total	#	33	24	7	4	68
	%	48.5%	35.3%	10.3%	5.9%	100.0%

Most (83.8%) of the RN programs admit students once or twice per year as shown in Figure 27. The remaining 16.8% admit students three, four or more times per year, most were associate degree programs. Table 40 shows the number of admission points in different types of programs.

Figure 27. Number of Admission Points in the academic year by Program Type



### Clinical Experience

Tables 41 through 43 summarize the amount of time RN programs in Virginia devote to clinical experiences, and of those total clinical hours how many were assigned to direct client care clinical experiences, and to clinical simulation experiences.

Table 41. Number of Hours assigned to Clinical experiences

# of Hours	Number of Hours Assigned to Clinical Experiences							
	Below 500	500 to 525	526 to 550	551 to 575	576 to 600	More than 600	Total	
Accelerated Baccalaureate	#	0	0	0	0	2	1	3
	%	.0%	.0%	.0%	.0%	2.9%	1.5%	4.4%
Accelerated Masters	#	0	0	0	0	0	2	2
	%	.0%	.0%	.0%	.0%	.0%	2.9%	2.9%
Associate	#	1	13	12	2	3	6	37
	%	1.5%	19.1%	17.6%	2.9%	4.4%	8.8%	54.4%
Associate Online	#	0	0	0	0	0	2	2
	%	.0%	.0%	.0%	.0%	.0%	2.9%	2.9%
Baccalaureate	#	0	1	2	0	1	13	17
	%	.0%	1.5%	2.9%	.0%	1.5%	19.1%	25.0%
Diploma	#	0	0	0	0	0	6	6
	%	.0%	.0%	.0%	.0%	.0%	8.8%	8.8%
Diploma Online	#	0	0	0	0	0	1	1
	%	.0%	.0%	.0%	.0%	.0%	1.5%	1.5%
<b>Total</b>	#	1	14	14	2	6	31	68
	%	1.5%	20.6%	20.6%	2.9%	8.8%	45.6%	100.0%

In most RN programs, the majority of a student’s clinical experience comes from direct client care. Figure 28 shows that the majority (85.3%) of RN programs report assigning more than 475 hours to direct patient care.

**Table 42. Number of Hours assigned to Direct Client Care Clinical experiences**

# of Hours		Number of Hours Assigned to Direct Client Care Clinical Experiences						Total
		0 to 400	401 to 425	426 to 450	451 to 475	476 to 500	More than 500	
Accelerated Baccalaureate	#	0	0	1	0	1	1	3
	%	.0%	.0%	1.5%	.0%	1.5%	1.5%	4.4%
Accelerated Masters	#	0	0	0	0	1	1	2
	%	.0%	.0%	.0%	.0%	1.5%	1.5%	2.9%
Associate	#	2	0	3	3	7	22	37
	%	2.9%	.0%	4.4%	4.4%	10.3%	32.4%	54.4%
Associate Online	#	0	0	0	0	0	2	2
	%	.0%	.0%	.0%	.0%	.0%	2.9%	2.9%
Baccalaureate	#	0	1	0	0	3	13	17
	%	.0%	1.5%	.0%	.0%	4.4%	19.1%	25.0%
Diploma	#	0	0	0	0	1	5	6
	%	.0%	.0%	.0%	.0%	1.5%	7.4%	8.8%
Diploma Online	#	0	0	0	0	0	1	1
	%	.0%	.0%	.0%	.0%	.0%	1.5%	1.5%
Total	#	2	1	4	3	13	45	68
	%	2.9%	1.5%	5.9%	4.4%	19.1%	66.2%	100.0%

**Figure 28. Number of Hours Assigned to Direct Client Care Clinical Experiences**

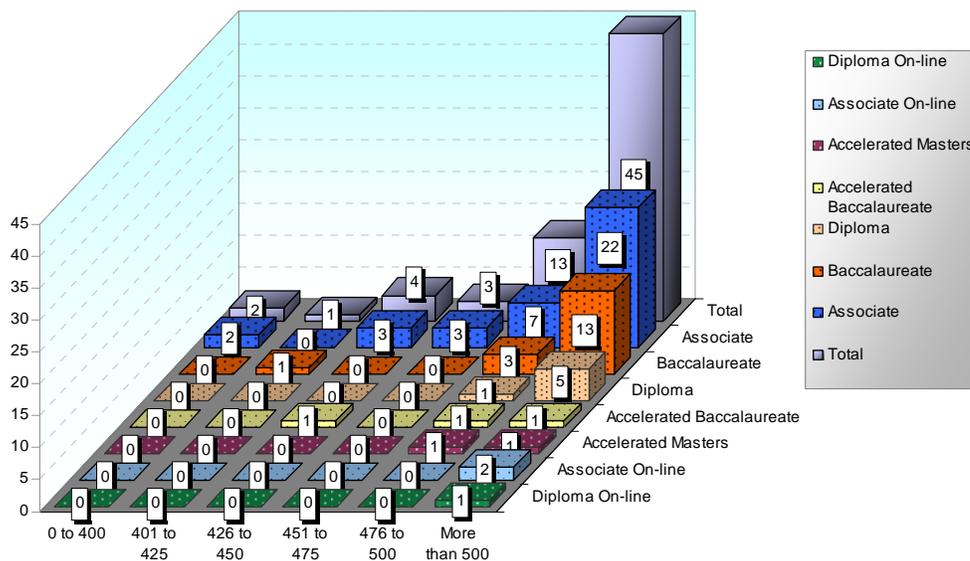


Table 43 summarizes the average number of hours assigned to direct clinical experience located in Virginia by program type. Two programs reported over 1000 hours of direct clinical experience in state. Clinical experiences were also offered in the District of Columbia, Kentucky, Maryland, North Carolina, Pennsylvania, Tennessee, West Virginia and internationally.

**Table 43. Average Number of Hours Assigned to Direct Clinical Care Experience Located in Virginia by Program Type**

Program type:	Average Number of Hours
Accelerated Baccalaureate	567
Accelerated Masters	825
Associate	527
Associate Online	600
Baccalaureate	606
Diploma	690
Diploma Online	600

The amount of time RN programs devote to clinical simulation ranges from 0 to over 200 hours. Table 44 shows that 51 (75%) of RN programs report assigning less than 51 hours to clinical simulation experience, ten (14.7%) between 50 and 100 hours, and seven (10.3%) over 100 hours.

**Table 44. Number of Hours assigned to Clinical Simulation Experiences**

# of hours	Number of Hours Assigned to Clinical Simulation experiences									
	0 to 25	26 to 50	51 to 75	76 to 100	101 to 125	126 to 150	More than 200	None	Total	
Accelerated Baccalaureate	#	1	0	1	1	0	0	0	0	3
	%	1.5%	.0%	1.5%	1.5%	.0%	.0%	.0%	.0%	4.4%
Accelerated Masters	#	0	1	0	1	0	0	0	0	2
	%	.0%	1.5%	.0%	1.5%	.0%	.0%	.0%	.0%	2.9%
Associate	#	23	9	2	2	0	1	0	0	37
	%	33.8%	13.2%	2.9%	2.9%	.0%	1.5%	.0%	.0%	54.4%
Associate Online	#	2	0	0	0	0	0	0	0	2
	%	2.9%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	2.9%
Baccalaureate	#	7	4	2	1	1	1	1	0	17
	%	10.3%	5.9%	2.9%	1.5%	1.5%	1.5%	1.5%	.0%	25.0%
Diploma	#	3	0	0	0	0	1	1	1	6
	%	4.4%	.0%	.0%	.0%	.0%	1.5%	1.5%	1.5%	8.8%
Diploma Online	#	1	0	0	0	0	0	0	0	1
	%	1.5%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	1.5%
Total	#	37	14	5	5	1	3	2	1	68
	%	54.4%	20.6%	7.4%	7.4%	1.5%	4.4%	2.9%	1.5%	100.0%

Table 45 details the number of hours students were reported assigned to clinical observation by program type. The amount of time RN programs devote to clinical observation ranges from 0 to more than 200 hours. Approximately 76.5% of RN programs reported assigning less than 51 hours to clinical observation, while approximately 55.9% reported assigning less than 26 hours of a student's time to clinical observation.

**Table 45. Number of Hours Assigned to Clinical Observation by RN Program Type**

# of hours		Number of Hours Assigned to Clinical Observation Experiences							Total
		0 to 25	26 to 50	51 to 75	76 to 100	101 to 125	More than 200	None	
Accelerated Baccalaureate	#	1	1	0	0	1	0	0	3
	%	1.5%	1.5%	.0%	.0%	1.5%	.0%	.0%	4.4%
Accelerated Masters	#	1	0	0	0	1	0	0	2
	%	1.5%	.0%	.0%	.0%	1.5%	.0%	.0%	2.9%
Associate	#	28	7	1	0	1	0	0	37
	%	41.2%	10.3%	1.5%	.0%	1.5%	.0%	.0%	54.4%
Associate Online	#	0	1	1	0	0	0	0	2
	%	.0%	1.5%	1.5%	.0%	.0%	.0%	.0%	2.9%
Baccalaureate	#	7	4	3	1	1	0	1	17
	%	10.3%	5.9%	4.4%	1.5%	1.5%	.0%	1.5%	25.0%
Diploma	#	1	1	0	2	0	2	0	6
	%	1.5%	1.5%	.0%	2.9%	.0%	2.9%	.0%	8.8%
Diploma Online	#	0	0	1	0	0	0	0	1
	%	.0%	.0%	1.5%	.0%	.0%	.0%	.0%	1.5%
Total	#	38	14	6	3	4	2	1	68
	%	55.9%	20.6%	8.8%	4.4%	5.9%	2.9%	1.5%	100.0%

### Program Changes

Approximately 33.8% or 23 out of 68 RN programs reported program changes implemented during 2008-09 academic year. Eleven of those were associate degree programs, seven were baccalaureate degree, two were associate degree online, two were diploma, and one was a diploma online program. Figure 29 illustrates the percentage and number of changes in each program type. Table 46 lists the program changes implemented during 2008-09 academic year that were reported by RN programs during the survey.

Figure 29. Number of Program Changes by Program Type

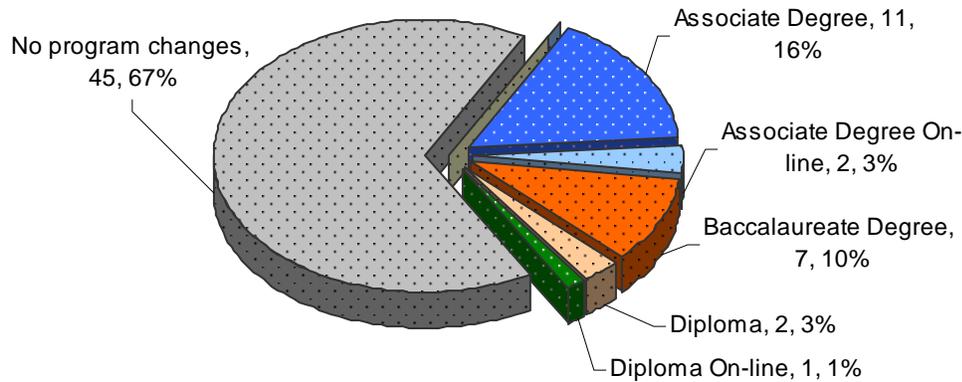


Table 46. Summary of Program Changes implemented during the 2008-09 Academic Year by RN Program Type

Program Type	Implemented Changes
Associate	<p># of programs that implemented changes: 11</p> <ul style="list-style-type: none"> <li>As a result of the systematic self evaluation of the program based on (a) quarterly NCLEX reports (b) the cohort of students in various stages of the program (c) feedback from recent graduates; GHNTS determined it would be best to stop transfers of Pharmacol.</li> <li>A revised Program of Study (POS) was implemented in 2008 for the Spring 2010 graduating class. NSG 160/160C Older Adult Nursing, NSG 284 Professional Seminar I, and NSG 285 Professional Seminar II were removed from the POS. The 4 theory credit hours were combined into NSG 286 Professional Seminar and Leadership. In order to keep the same number of clinical hours in the POS the following changes were made: One credit hour of clinical was added to NSG 101/101C Introduction to Nursing for traditional AD students, one credit hour of clinical was added to NSG 202/202C Fundamentals of Nursing for the Accelerated Track Paramedic and Respiratory Therapy students, and LPN Mobility students in the Accelerated Track will have to take the 2 credit NSG 260C Practicum in Nursing instead of the former NSG 261 C Practicum in Nursing which was only 1 credit. The total number of credit hours in the POS did not change. Also, the AD Nursing Program was closing with the 2010 graduating class.</li> <li>HLT 141 Introduction to Medical Terminology (1 credit hour) was added at the recommendation of the B.O.N. (2006 visit) and was made a required course the fall of 2008. NUR 135 Drug Dosage Calculation (2 credit hours) was changed from an option (with challenge exam) to a required course for all programmatic students. Full approval by the nursing faculty, the college curriculum committee, college administration and meets VCCS requirements (including total credits of 69).</li> <li>Replace social science elective with NUR 236 (Principles of Pharmacology I); replace HLT 115 (Personal and Community Health) with NUR 237 (Principles of Pharmacology II); move NUR 221 (2nd Level Principles and Concepts I) to third semester; move NUR 222 (2nd Level Principles and Concepts II) to fourth semester; Move NUR 180 (Essentials of Maternal/Newborn Nursing) and NUR 201 (Psychiatric Nursing) to second semester.</li> <li>LPN to RN hybrid delivery format terminated 8/2009 until BON approval received.</li> <li>New program begun May 2009 year.</li> </ul>

- Preceptorship program was started in the Spring 2009 semester. A new joint application form and process were also implemented in the Spring of 2009 for the RN and LPN programs.
- Semester 1 Modify NUR 200 as follows: Increase lecture hours from 45 to 75 to include Physical Assessment theory/lecture in support of existing Physical Assessment content in lab. This was accomplished by relocating 30 hours from credit for previous learning hours. Increase lab hours from 30 to 60 by relocating 30 hours from LPN Fundamentals previous learning credits into lab for Fundamentals skills competence. Semester 2 Modify NUR 201 as follows: Convert 30 clinical contact hours into 30 skills lab contact hours. Pre-req/Credits for prior Learning Modify previous learning by reassigning 75 hours of clinical clock hours as designated above. This was in keeping with July 2009 Board of Nursing guidance document regarding previous learning credits for LPN to ADN programs
- The articulation course was increased to 7 credits to include OB content. The campus was moving in January to 120 Campus Drive, Portsmouth, VA 23701
- The Hybrid Distance Education track was approved by the BON and NLNAC to admit students in fall of 2009. All materials were presented and approved by the BON prior to the track admitting students. The Oct 2009 headcount of students reflects the total number of students minus the hybrid cohort. The Hybrid cohort numbers were under the separate code supplied by the BON.
- The LPN to AD program was modified requiring that LPNs take NUR 153, Pharmacology prior to admission and that they start the program during the 2nd semester, thus having 500 direct Care clinical hours and experience in all specialty area.

**Associate Online**

# of programs that implemented changes: 2

- The CNP has undergone attrition of participating schools. As such, the last graduating class will occur May, 2010. The two cohorts graduating in May, 2010 were JTCC and VWCC. The previously admitted CNP students from admissions in Spring of 09 and Fall of 09 have been transferred into the JTCC nursing program. They were included in the head count data for Oct 15, but the other data were reported here.
- This Hybrid Distance Education Track was approved by the BON and NLNAC to begin in Aug of 2009. The first students were admitted then. Thus, there were no data on this group as yet. All materials were supplied to the BON prior to approval and admission of the first cohort.

**Baccalaureate**

# of programs that implemented changes: 7

- Board of Nursing voted to accept undergraduate curriculum changes on November 18, 2008.
- EMU Nursing Program reorganized our level 2 blocks to equalize the student work load. The total course credit hour load and the courses themselves were changed. We also added a new standardized testing program.
- In Fall 2008 the program of study leading to a Bachelor of Science Degree in Nursing was revised for Generic and Transfer students. The program revision involved a re-allocation of the required credit hours. The previous program of study required students to take the following courses in the initial semester of the major: NU230 – Foundations of Nursing (3 theory credits) NU231 – Nursing Technologies (3 theory credits & 1 lab credit) Under this plan, the generic or transfer student was not exposed to the major until the junior year, and placed a heavy credit load in the initial semester of the major for students who have not yet earned a baccalaureate degree. The program revision moved one credit to the second semester of freshman year; four credits to the spring of the sophomore year; and two credits to the fall of the junior year. The re-distribution of core content introduced the student to the nursing major earlier and allows for a more successful transition to the core nursing content. Generic students in the nursing major will now take the following course sequence: Spring Semester: Freshman year, NU226 - Introduction to Professional Nursing, Spring Semester: Sophomore year, NU236 - Fundamentals of Nursing, Fall Semester: Junior year, NU246 - Clinical Nursing Concepts & Skills
- Longwood University was a new BSN program. We admitted our first nursing class of 37 students in fall 2009. We were seeking CCNE accreditation in spring 2013.
- New geriatrics course was required in BSN curriculum (NUCO 4400: Nursing Care and the Older Adult). Added one credit in genetics to 4th year course. Condensed introductory skills class to one semester and added simulation experience across last four semesters.
- Program just started in October and all changes can be found in first quarter report. No changes since then.

**Diploma**

# of programs that implemented changes: 2

- Hospital moved to new location and mailing address. The Board was notified of the new address change for the School. The school did not change physical locations.
- We will email the improvements we have made to our new curriculum and Articulation Program.

**Diploma Online**

# of programs that implemented changes: 1

- Hospital moved to new location and mailing address. The Board was notified of the new address change for the School. The school did not change physical locations.

**RN Student Information**

Most RN programs in Virginia were operating at over 89% of their current capacity. Table 47 and Figure 30 present the number and percentage of students qualified, admitted and enrolled in the 2008-09 academic year, as well as the number of unfilled student spaces, students on wait lists and total spaces available for new students. Using these figures, total student capacity has been calculated as the total of student enrollments and unfilled slots. Overall, 97.4% of the total capacity for RN students was utilized in 2008-09.

**Table 47. RN Student Admissions, Enrollments, and Capacity**

During Academic Year 2008-2009:	Acc. Bacc.	Acc. Masters	Associate	Associate Online	Bacc.	Diploma	Diploma Online	Total
# of Programs	20	3	20	4	25	72		
# received	525	279	8148	73	5072	1523	62	15682
# qualified	482	251	4356	54	3354	693	29	9219
# admitted	349	106	2875	40	2475	654	27	6526
# enrolled	211	55	2703	36	1471	607	27	5110
<b>Total Enrollments<sup>a</sup></b>	<b>364</b>	<b>134</b>	<b>4089</b>	<b>28</b>	<b>3617</b>	<b>1105</b>	<b>10</b>	<b>9347</b>
# on 'wait list'	0	10	296	0	474	15	2	797
# unfilled spaces	43	2	99	6	28	68	3	249
<b>Total spaces available for new students</b>	<b>254</b>	<b>58</b>	<b>2725</b>	<b>40</b>	<b>1450</b>	<b>671</b>	<b>30</b>	<b>5228</b>
<b>Capacity<sup>b</sup></b>	<b>407</b>	<b>136</b>	<b>4188</b>	<b>34</b>	<b>3645</b>	<b>1173</b>	<b>13</b>	<b>9596</b>
<b>% of Capacity<sup>c</sup></b>	<b>89.4%</b>	<b>98.5%</b>	<b>97.6%</b>	<b>82.4%</b>	<b>99.2%</b>	<b>94.2%</b>	<b>76.9%</b>	<b>97.4%</b>

a Number of pre license students who were enrolled in a program

b Capacity = # Total enrollment + unfilled slots

c Percentage = Total enrollment /capacity

Figure 30. RN Student Capacity in Virginia in the 2008-09 Academic Year

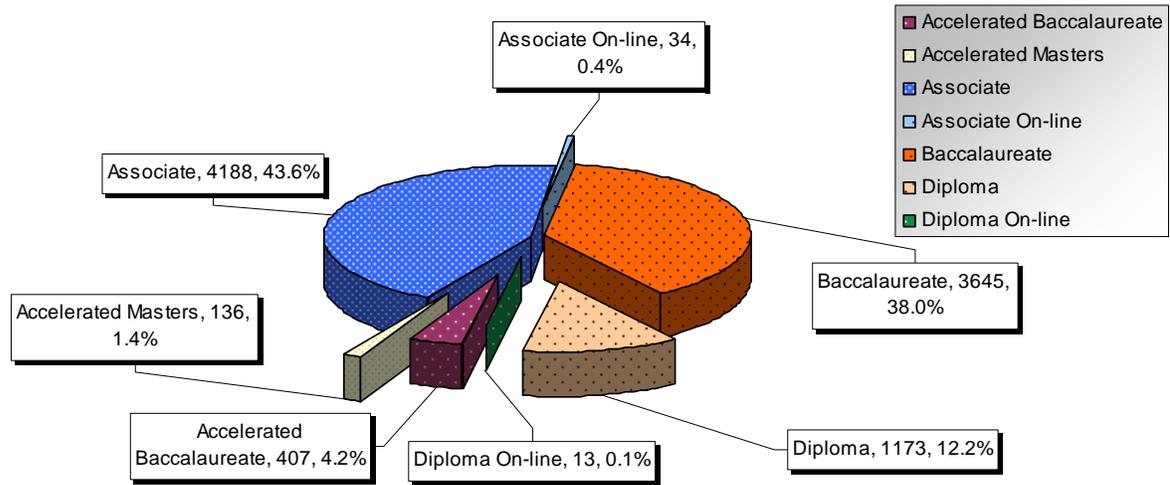


Figure 31 illustrates the total student body of RN students distributed across the various program types.

Figure 31. RN Student Admissions, Enrollments and unfilled spaces in the 2008-09 Academic Year

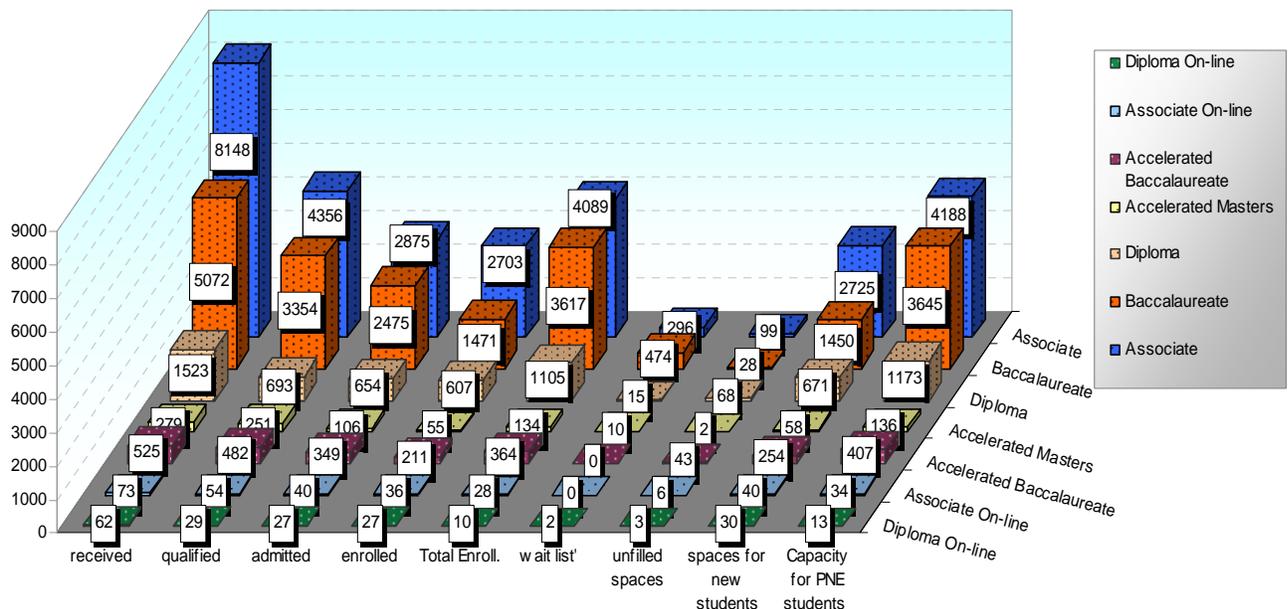


Table 48 reports the reasons given by RN programs for turning away qualified students during the 2008-09 academic year. Most programs cite that effective program capacity has been reached, lack of qualified faculty, lack of classroom space and limited clinical sites as the primary factors.

Table 48. Reasons for Turning Away Qualified Applicants to Pre-license RN Programs

Reasons prohibited programs from admitting students		# of programs	# of applications qualified	# of qualified applicants admitted	# of applicants on 'wait list'	
Accelerated Baccalaureate	Reasons prohibiting admitting students	• Lack of qualified faculty	1	216	83	0
		• None	2	266	266	0
		<b>Total</b>	<b>3</b>	<b>482</b>	<b>349</b>	<b>0</b>
	Other reasons		3	482	349	0
		<b>Total</b>	<b>3</b>	<b>482</b>	<b>349</b>	<b>0</b>
Accelerated Masters	Reasons prohibiting admitting students	• Lack of clinical space	2	251	106	10
		<b>Total</b>	<b>2</b>	<b>251</b>	<b>106</b>	<b>10</b>
			1	137	67	0
	Other reasons	• Insufficient faculty	1	114	39	10
		<b>Total</b>	<b>2</b>	<b>251</b>	<b>106</b>	<b>10</b>
Associate	Reasons prohibiting admitting students	• Effective program capacity reached	11	1912	990	183
		• Lack of classroom space	2	175	147	20
		• Lack of clinical space	1	97	64	33
		• Lack of qualified faculty	6	777	674	54
		• None	14	1240	872	6
		• Unknown	3	155	128	0
		<b>Total</b>	<b>37</b>	<b>4356</b>	<b>2875</b>	<b>296</b>
	Other reasons		26	3274	2010	236
		• Board of Nursing Limit-new program	1	64	40	6
		• Financial Aid issues	1	55	30	0
		• Lack of classroom space	1	14	14	0
		• Lack of classroom space, effective program capacity reached	1	308	271	0
		• Lack of qualified clinical faculty	1	97	89	16
		• Lack off adequate classroom space	1	50	40	0
		• Limited class and clinical space	1	172	141	38
		• Space	1	136	119	0
		• Students wanted to complete other course work, or had personal issues	1	23	23	0

		<ul style="list-style-type: none"> <li>• Two planning to enter in Jan 10</li> </ul>	1	34	33	0
		<ul style="list-style-type: none"> <li>• Unable to admit more qualified applicants' r/t the need for classroom and clinical space, and the need for full time faculty.</li> </ul>	1	129	65	0
		<b>Total</b>	<b>37</b>	<b>4356</b>	<b>2875</b>	<b>296</b>
Associate Online	Reasons prohibiting admitting students	<ul style="list-style-type: none"> <li>• None</li> </ul>	2	54	40	0
		<b>Total</b>	<b>2</b>	<b>54</b>	<b>40</b>	<b>0</b>
	Other reasons		2	54	40	0
		<b>Total</b>	<b>2</b>	<b>54</b>	<b>40</b>	<b>0</b>
Baccalaureate	Reasons prohibiting admitting students	<ul style="list-style-type: none"> <li>• Effective program capacity reached</li> </ul>	5	966	754	93
		<ul style="list-style-type: none"> <li>• Lack of classroom space</li> </ul>	1	324	324	0
		<ul style="list-style-type: none"> <li>• Lack of clinical space</li> </ul>	4	836	475	356
		<ul style="list-style-type: none"> <li>• Lack of qualified faculty</li> </ul>	1	572	282	25
		<ul style="list-style-type: none"> <li>• None</li> </ul>	3	178	178	0
		<ul style="list-style-type: none"> <li>• Unknown</li> </ul>	3	478	462	0
		<b>Total</b>	<b>17</b>	<b>3354</b>	<b>2475</b>	<b>474</b>
	Other reasons		12	2067	1691	267
		<ul style="list-style-type: none"> <li>• Applicant withdrew application</li> </ul>	1	161	129	23
		<ul style="list-style-type: none"> <li>• clinical site availability</li> </ul>	1	572	282	25
		<ul style="list-style-type: none"> <li>• Insufficient faculty, clinical preceptors, and budget cuts</li> </ul>	1	264	143	121
		<ul style="list-style-type: none"> <li>• Lack of classroom space</li> </ul>	1	198	160	38
		<ul style="list-style-type: none"> <li>• Not enough space or faculty</li> </ul>	1	92	70	0
		<b>Total</b>	<b>17</b>	<b>3354</b>	<b>2475</b>	<b>474</b>
Diploma	Reasons prohibiting admitting students	<ul style="list-style-type: none"> <li>• Effective program capacity reached</li> </ul>	3	300	274	2
		<ul style="list-style-type: none"> <li>• Lack of clinical space</li> </ul>	1	108	95	13
		<ul style="list-style-type: none"> <li>• None</li> </ul>	2	285	285	0
	<b>Total</b>	<b>6</b>	<b>693</b>	<b>654</b>	<b>15</b>	
	Other reasons		5	585	559	2
		<ul style="list-style-type: none"> <li>• Limited classroom space</li> </ul>	1	108	95	13
<b>Total</b>		<b>6</b>	<b>693</b>	<b>654</b>	<b>15</b>	
Diploma Online	Reasons prohibiting admitting students	<ul style="list-style-type: none"> <li>• Lack of clinical space</li> </ul>	1	29	27	2
		<b>Total</b>	<b>1</b>	<b>29</b>	<b>27</b>	<b>2</b>
	Other reasons		1	29	27	2
		<b>Total</b>	<b>1</b>	<b>29</b>	<b>27</b>	<b>2</b>

Table 49 provides the reasons given by RN programs for having some student spaces unfilled. Most often reasons included lack of qualified applicants, last minute drops from the program that could not be filled in short time and students who were admitted could not attend for financial reasons. See Table 49 for the specifics.

**Table 49. Why programs had unfilled spaces for new students in 2008 - 2009**

Reasons programs have unfilled spaces		Programs		Unfilled Spaces	
		#	#	%	
		1	.	.%	
Accelerated Baccalaureate	• Admitted students did not matriculate.	1	36	83.7%	
	• Lack of qualified applicants	1	7	16.3%	
	<b>Total</b>	<b>3</b>	<b>43</b>	<b>100.0%</b>	
		1	.	.%	
Accelerated Masters	• Two students withdrew from the program just before classes started because of monetary reasons.	1	2	100.0%	
	<b>Total</b>	<b>2</b>	<b>2</b>	<b>100.0%</b>	
		28	0	.0%	
	• Lack of qualified applicants	1	6	6.1%	
	• New program track and admitted those that qualified.	1	7	7.1%	
	• New Program. Accepted all applicants that were qualified	1	6	6.1%	
	• One student was admitted and decided not to attend due to financial aid issues.	1	1	1.0%	
	• Student withdrew from class after it had started and we could not bring another student in at that time.	1	1	1.0%	
Associate	• Students declined the opportunity.	1	45	45.5%	
	• Students initially responded that they were coming, and then withdrew from the program late in the summer when it was too late to offer the position to someone on the waiting list.	1	2	2.0%	
	• Students who were qualified and accepted did not follow through and did not notify us with adequate time to fill the positions.	1	21	21.2%	
	• The students declined	1	10	10.1%	
	<b>Total</b>	<b>37</b>	<b>99</b>	<b>100.0%</b>	

		1	.	.%
Associate Degree Online	<ul style="list-style-type: none"> <li>Unknown. No data available.</li> </ul>	1	6	100.0%
	<b>Total</b>	<b>2</b>	<b>6</b>	<b>100.0%</b>
		13	.	.%
	<ul style="list-style-type: none"> <li>Accepted students did not matriculate.</li> </ul>	1	4	14.3%
	<ul style="list-style-type: none"> <li>16 students did not show. Some deferred to 2009; some went to other schools, some were called to military duty, others had an unfinancial status.</li> </ul>	1	10	35.7%
Baccalaureate	<ul style="list-style-type: none"> <li>Our program did not receive permission to advertise until August and our quarter started the beginning of October. Not enough time for publicity and testing and students who were interested could not pass entrance exam.</li> </ul>	1	12	42.9%
	<ul style="list-style-type: none"> <li>Student decisions not to attend that occurred late, which prohibited us from back filling the seats.</li> </ul>	1	2	7.1%
	<b>Total</b>	<b>17</b>	<b>28</b>	<b>100.0%</b>
		2	.	.%
	<ul style="list-style-type: none"> <li>Lack of Applicants</li> </ul>	1	57	83.8%
Diploma	<ul style="list-style-type: none"> <li>Lack of qualified applicants</li> </ul>	1	4	5.9%
	<ul style="list-style-type: none"> <li>Positive drug screen on individuals accepted to enter, individuals who did not show up on the first day of class</li> </ul>	1	6	8.8%
	<ul style="list-style-type: none"> <li>Student declines as semester started</li> </ul>	1	1	1.5%
	<b>Total</b>	<b>6</b>	<b>68</b>	<b>100.0%</b>
Diploma Online	<ul style="list-style-type: none"> <li>Clinical sites not filled in Pennsylvania</li> </ul>	1	3	100.0%
	<b>Total</b>	<b>1</b>	<b>3</b>	<b>100.0%</b>

The minimum grade point average (GPA) requirement for admission to RN programs varies from one program to another. Forty-five RN programs (66.2%) reported requiring a minimum GPA of 2.5 for admission, while 10 (14.7%) required a 2.0 GPA, and 4 (5.9%) required a GPA of 2.7 or better. Table 50 reports the minimum GPA requirements for admission and average GPA of admitted students by program type.

**Table 50. Minimum and Average GPA requirement for admission by Program Type**

Type of Program	GPA	# of programs
<b>Accelerated Baccalaureate Degree</b>		
Minimum GPA required	2.5	3
Average GPA of admitted students	3	1
	3.12	1
	3.46	1
<b>Accelerated Masters Degree</b>		
Minimum GPA required	2.7	1
	3	1
Average GPA of admitted students	3.45	1
	3.48	1
<b>Associate Degree</b>		
Minimum GPA required		1
	0	1
	2	4
	2.5	28
	2.7	1
	3	1
	TEAS test	1
Average GPA of admitted students		6
	0	1
	2.5	4
	2.57	1
	2.65	1
	2.7	1
	2.8	3
	2.9	2
	3	3
	3.1	1
	3.13	1
	3.15	1
	3.18	1
	3.21	1
	3.25	3
	3.45	1
	3.48	1
	3.6	1
	3.75	1
	N/A	1

	TEAS test	1
	unknown	1
<b>Associate Degree Online</b>		
Minimum GPA required	0	1
	2.5	1
Average GPA of admitted students	0	1
	3.5	1
<b>Baccalaureate Degree</b>		
Minimum GPA required	2	2
	2.5	10
	2.7	2
	2.8	1
	3	2
Average GPA of admitted students	0	1
	2.79	1
	2.9	1
	3,18	1
	3.029	1
	3.09	1
	3.1	1
	3.125	1
	3.184	1
	3.196	1
	3.2	2
	3.4	1
	3.5	2
	3.73	1
	Out of high school <4.0 and transfers <3,6	1
<b>Diploma</b>		
Minimum GPA required	2	4
	2.5	2
Average GPA of admitted students	2.75	1
	2.8	1
	2.9477	1
	3.1	1
	3.22	1
	3.26	1
<b>Diploma Online</b>		
Minimum GPA required	2.5	1
Average GPA of admitted students	3.12	1

The majority of students enrolled in RN programs during the academic year 2008-09 were female. Only 8.6% of the total RN students enrolled were male. Associate and baccalaureate degree programs enrolled approximately 83.5% of the total males who were enrolled in RN programs. Associate degree programs also enrolled 83.9% of the total LPNs who were enrolled in RN programs. Table 51 summarizes the number of RN students who enrolled during the 2008-09 academic year, the number of men enrolled in class, and the number of LPNs enrolled.

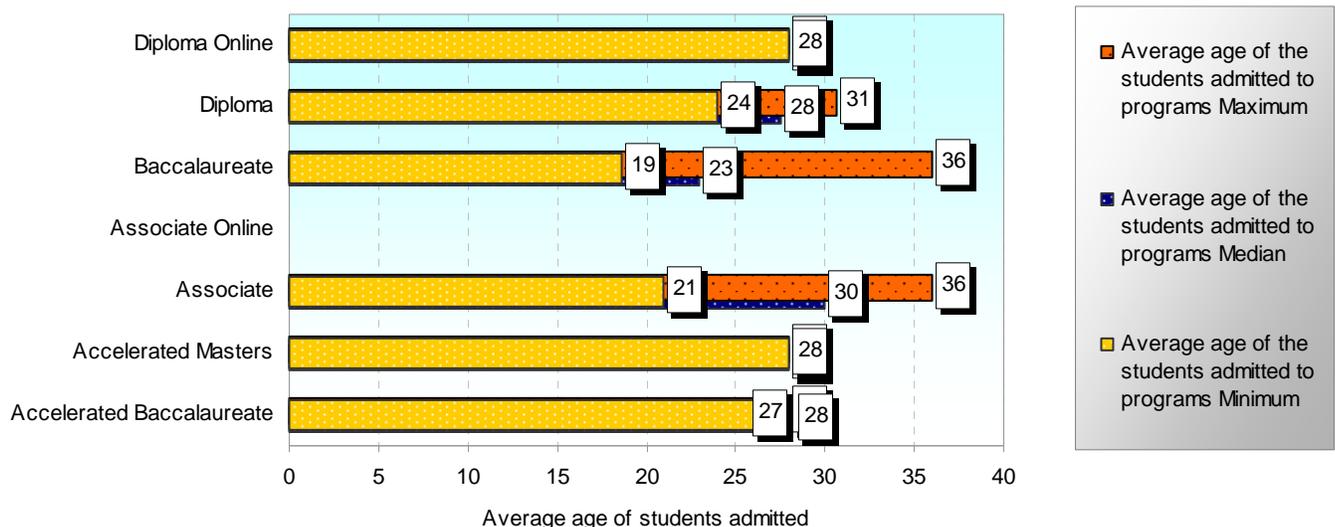
**Table 51. Number of Male Students and LPNs enrolled by Program Type**

Type of program	# of programs	Total # of Enrollments <sup>a</sup>	# of enrolled students who were LPNs		# of enrolled students who were males	
			#	%	#	%
Accelerated Baccalaureate	3	364	12	3.3%	32	8.8%
Accelerated Masters	2	134	0	0.0%	16	11.9%
Associate	37	4089	640	15.7%	361	8.8%
Associate Online	2	28	1	3.6%	3	10.7%
Baccalaureate	17	3617	65	1.8%	311	8.6%
Diploma	6	1105	45	4.1%	82	7.4%
Diploma Online	1	10	0	0.0%	0	0.0%
<b>Total</b>	<b>68</b>	<b>9347</b>	<b>763</b>	<b>8.2%</b>	<b>805</b>	<b>8.6%</b>

<sup>a</sup> Total number of pre- license students who were enrolled in a program as of October 15, 2009

The average age for students admitted to RN programs varies across program types. Figure 32 illustrates the median average age, minimum average age, and maximum average age of students admitted to programs as reported by RN programs by program type.

**Figure 32. Average Age of students admitted to a program**



The age range for students admitted to associate degree programs was between 21 to 36 years old with a median of 30 years. For baccalaureate degree programs it was between 19 and 36 years with a median age of 23 years. For diploma programs the range narrowed to between 24 and 31 years. While diploma online, accelerated baccalaureate, and accelerated masters programs hovered around 28. No data was available from associate online programs.

**Table 52. Average Age of students admitted to a program**

	Average age of the students admitted to programs			# of Programs
	Median	Minimum	Maximum	
Accelerated Baccalaureate	28	27	28	3
Accelerated Masters	28	28	28	2
Associate	30	21	36	37
Associate Online <sup>a</sup>	.	.	.	2
Baccalaureate	23	19	36	17
Diploma	28	24	31	6
Diploma Online	28	28	28	1

Note: The two associate degree online did not report average age of students. There might not be data available for average student age at the time of the survey taking.

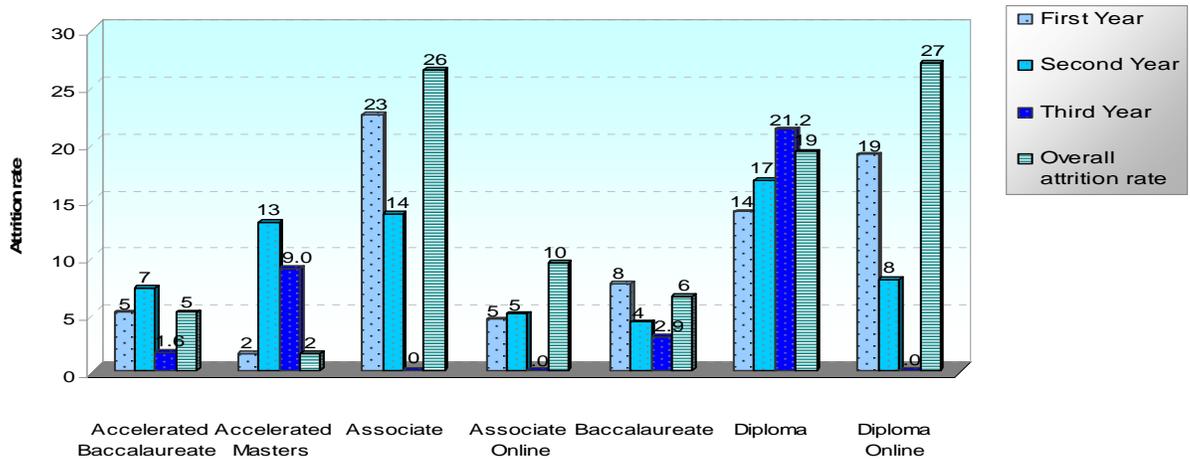
### **RN Student Attrition**

The overall attrition rate (percentage of students who left the program) was found to be the highest in diploma online programs (27%) followed by associate degree programs (26%) and diploma programs (19%). Accelerated master's degree had the lowest attrition rate (2%), followed by accelerated baccalaureate degree (5%) and baccalaureate degree programs (6%). The attrition rate for the first year, second year, third year (if applicable) and overall student attrition rate during 2008-09 academic year is summarized in Table 53 and Figure 33.

**Table 53. RN Student Attrition Rate in the 2008-2009 Academic Year by Program Type**

Average Attrition Rate in:	First Year	Second Year	Third Year	Overall attrition rate
Accelerated Baccalaureate	5	7	1.6	5
Accelerated Masters	2	13	9.0	2
Associate	23	14	.0	26
Associate Online	5	5	.0	10
Baccalaureate	8	4	2.9	6
Diploma	14	17	21.2	19
Diploma Online	19	8	.0	27

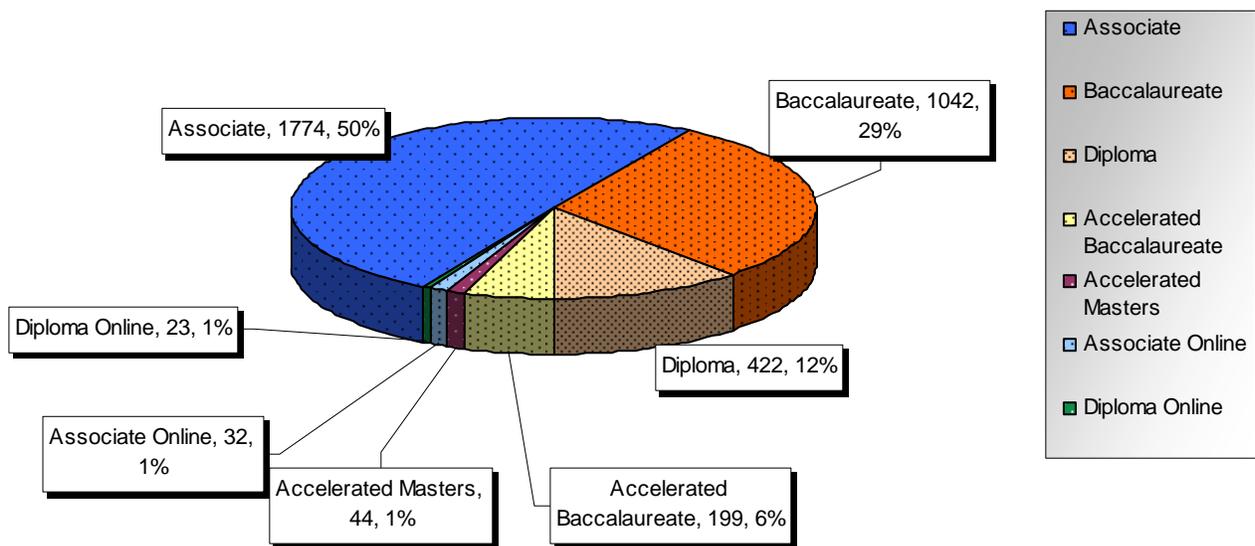
Figure 33. Student Attrition Rate in the 2008-2009 Academic Year by Program Type



**RN Graduates:**

The total number of students graduated from 68 RN programs during the 2008-09 academic year (August 1st – July 31st) was 3536 students. Approximately half of those graduates (1774 students) graduated from associate degree programs, 1042 student (29%) graduated from baccalaureate degree programs, 422 students (12%) graduated from diploma programs, and 199 students (6%) graduated from accelerated baccalaureate programs. The remaining 3% graduated from diploma online, associate online and accelerated master’s degree programs (see Figure 34).

Figure 34. Number of Students Graduated by Program Type



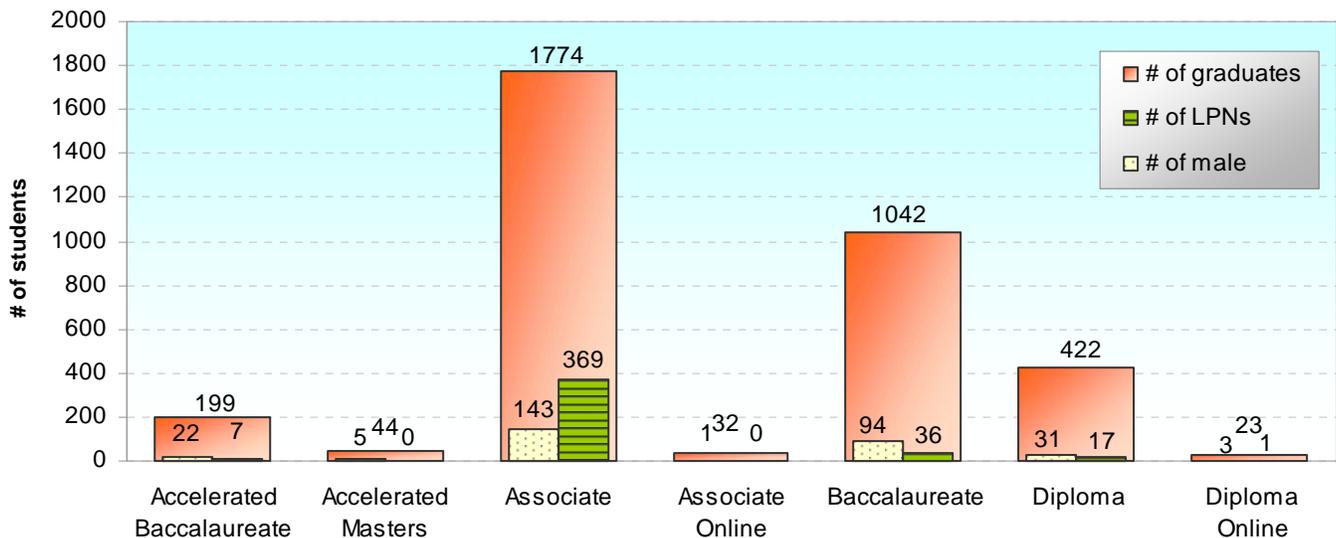
The majority (91.5%) of students graduating from RN programs during the academic year 2008-09 was female (3237). 8.5% of the total RN students graduated were male (299), and 12.2% of the total RN students graduated were LPNs (430). Table 54 summarizes the number of RN students that graduated during the 2008-09 academic year, the number of male students graduated, and the number of graduates that were LPNs.

**Table 54. Number of Male Students and LPNs Graduated by Program Type**

Type of program	# of programs	Total # of students graduated	# of students graduated-male		# of students graduated- LPNs	
			#	% of total	#	% of total
Accelerated Baccalaureate	3	199	22	11.1%	7	3.5%
Accelerated Masters	2	44	5	11.4%	0	.0%
Associate	37	1774	143	8.1%	369	20.8%
Associate Online	2	32	1	3.1%	0	.0%
Baccalaureate	17	1042	94	9.0%	36	3.5%
Diploma	6	422	31	7.3%	17	4.0%
Diploma Online	1	23	3	13.0%	1	4.3%
<b>Total</b>	<b>68</b>	<b>3536</b>	<b>299</b>	<b>8.5%</b>	<b>430</b>	<b>12.2%</b>

Figure 35 compares male and LPN graduates among the programs. Associate degree programs graduated 47.8% of the total males and 85.8% of the total LPNs who graduated from RN programs. Baccalaureate degree programs accounted for 23.6% of the total male and 8.4% of the total LPN graduates from RN programs.

**Figure 35. Number of Male Students and LPNs Graduated by Program Type**



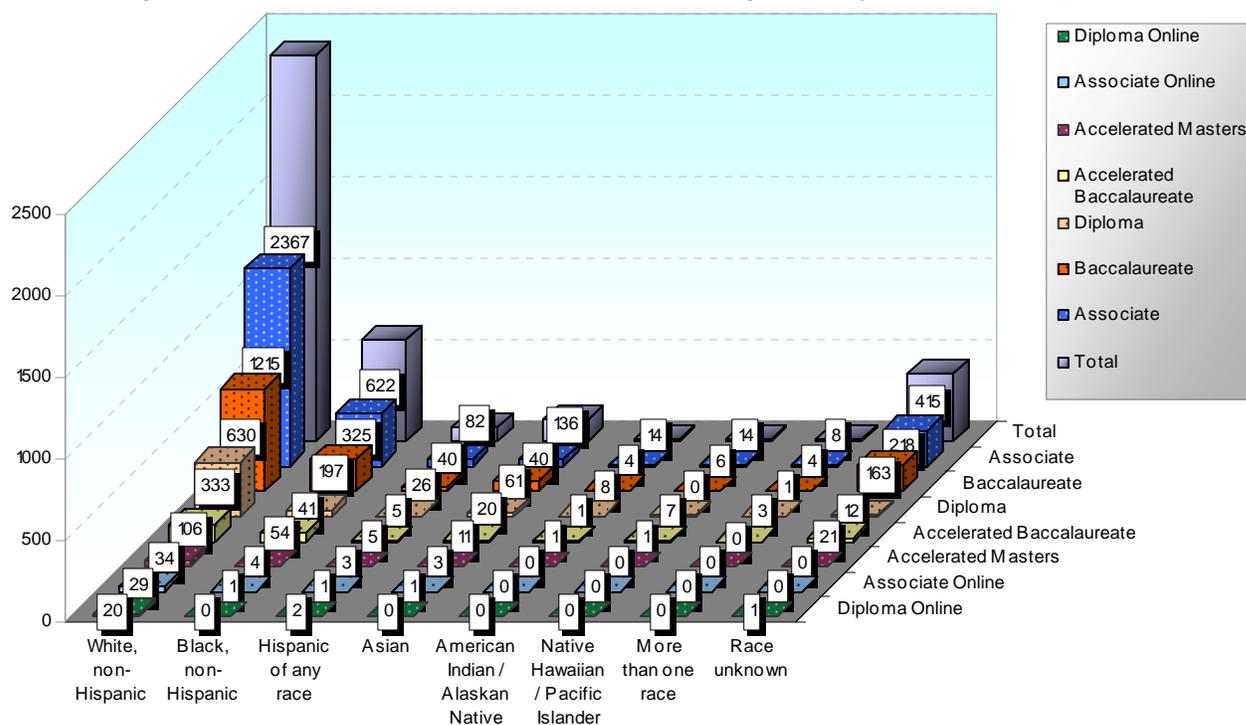
The racial characteristics of Virginia’s RN Graduates are illustrated in Figure 36. Approximately 66.9% of RN Graduates were White, 17.6% Black, 3.8% Asian, and 2.3% Hispanic. Table 55 reports the number of graduates in each ethnic category in detail. Associate degree programs graduated about half of the White, Black, Hispanic and Native Hawaiian/ Pacific Islander while approximately half of Asian and American Indian/Alaskan Native Students graduated from Baccalaureate degree programs.

**Table 55. Number of Students Graduated from RN Programs by Ethnic Group and Program Type**

# students	Total# of students graduated	White, non-Hispanic	Black, non-Hispanic	Hispanic of any race	Asian	American Indian / Alaskan Native	Native Hawaiian / Pacific Islander	More than one race	Race unknown	
Accelerated Baccalaureate	#	199	106	54	5	11	1	1	0	21
	%	5.6%	4.5%	8.7%	6.1%	8.1%	7.1%	7.1%	.0%	5.1%
Accelerated Masters	#	44	34	4	3	3	0	0	0	0
	%	1.2%	1.4%	.6%	3.7%	2.2%	.0%	.0%	.0%	.0%
Associate	#	1774	1215	325	40	40	4	6	4	218
	%	50.2%	51.3%	52.3%	48.8%	29.4%	28.6%	42.9%	50.0%	52.5%
Associate Online	#	32	29	1	1	1	0	0	0	0
	%	.9%	1.2%	.2%	1.2%	.7%	.0%	.0%	.0%	.0%
Baccalaureate	#	1042	630	197	26	61	8	0	1	163
	%	29.5%	26.6%	31.7%	31.7%	44.9%	57.1%	.0%	12.5%	39.3%
Diploma	#	422	333	41	5	20	1	7	3	12
	%	11.9%	14.1%	6.6%	6.1%	14.7%	7.1%	50.0%	37.5%	2.9%
Diploma Online	#	23	20	0	2	0	0	0	0	1
	%	.7%	.8%	.0%	2.4%	.0%	.0%	.0%	.0%	.2%
Total	#	3536	2367	622	82	136	14	14	8	415
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Note: The total number of students graduated was the number reported by the programs (3536). This number does not equal the calculated sum of students graduated in all races (3658). It is possible that some schools did not know the graduation dates of some students.

Figure 36. Number Graduates from RN Programs by Ethnic Group



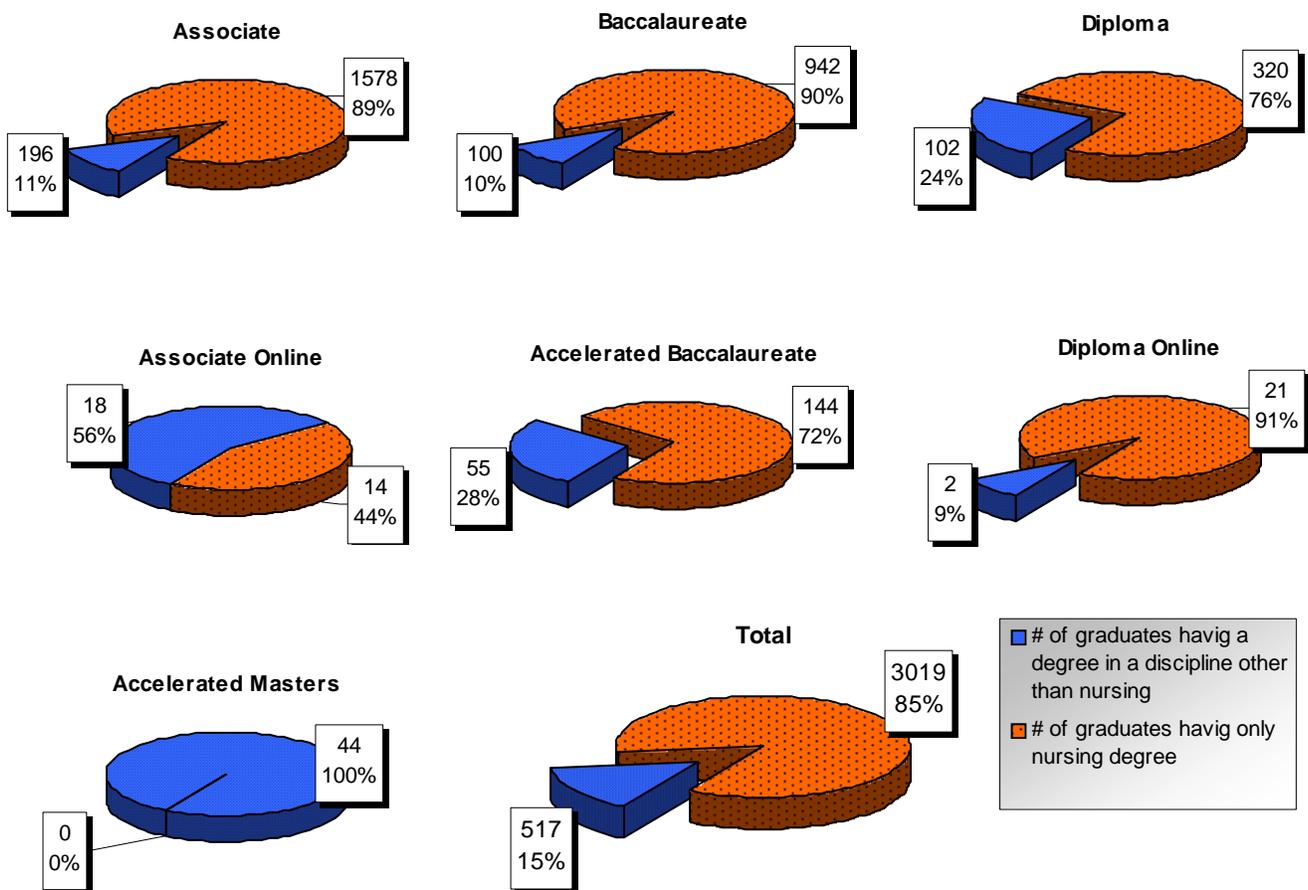
14.6% (517 students) of students graduated in RN programs during the academic year 2008-09 also have a degree in a discipline other than nursing. 196 students graduated from Associate Degree program, 102 students graduated from Diploma programs, 100 students from Baccalaureate Degree programs, 55 students from Accelerated Baccalaureate Degree program, and 44 students from Accelerated Masters Degree program (see Table 56).

Table 56. Number of graduates having a degree in a discipline other than nursing

# students		Total # of students graduated	# of graduates having a degree in a discipline other than nursing
Accelerated Baccalaureate Degree	#	199	55
	%	5.6%	27.6%
Accelerated Masters Degree	#	44	44
	%	1.2%	100.0%
Associate Degree	#	1774	196
	%	50.2%	11.0%
Associate Degree Online	#	32	18
	%	.9%	56.3%
Baccalaureate Degree	#	1042	100
	%	29.5%	9.6%
Diploma	#	422	102
	%	11.9%	24.2%
Diploma Online	#	23	2
	%	.7%	8.7%
<b>Total</b>	#	<b>3536</b>	<b>517</b>
	%	<b>100.0%</b>	<b>14.6%</b>

The percentage of graduates having a degree in a discipline other than nursing varies by the type of program. Figure 37 illustrates that all 44 (100%) students graduated from Accelerated Masters degree programs had a degree in a discipline other than nursing, compared to 18 (56%) graduated from Associated degree programs, 55 (28%) graduated from Accelerated Baccalaureate, 102 (24%) graduated from Diploma programs, 196 (11%) graduated from Associated degree programs, 100 (10%) graduated from Baccalaureate degree programs, and 2 (9%) graduated from Diploma Online Programs.

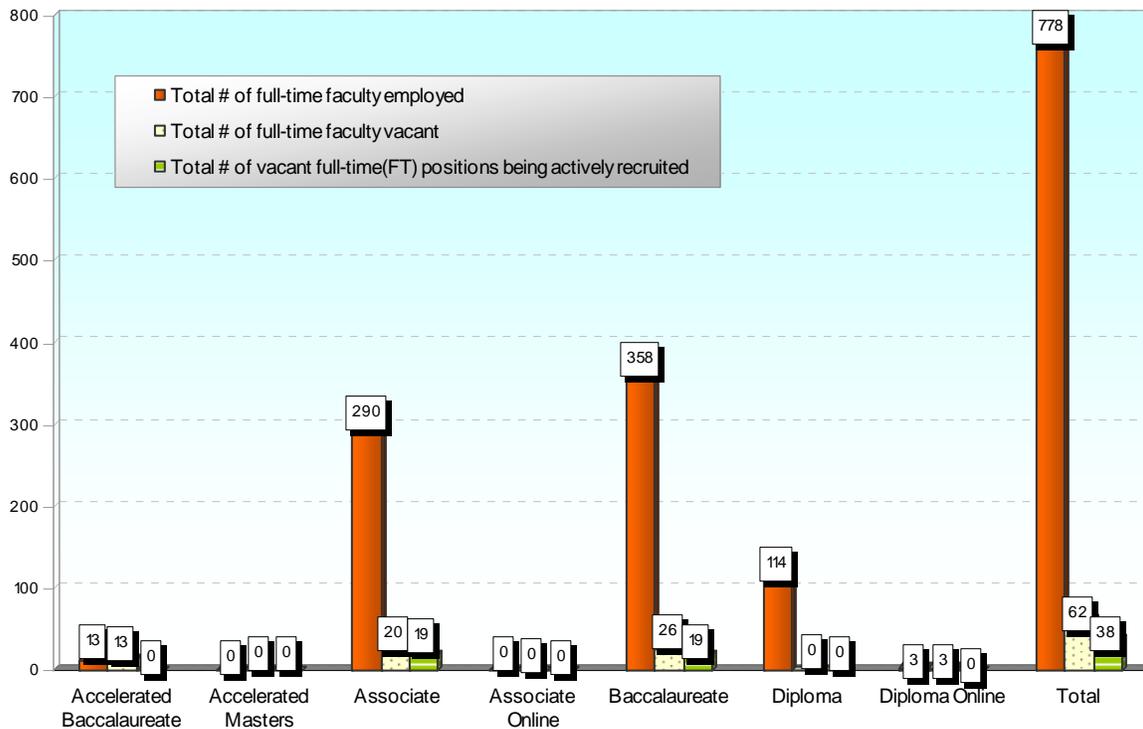
Figure 37. Number of graduates having a degree in a discipline other than nursing



## Full Time Faculty in RN Programs

The total number of full-time faculty positions employed by RN programs on October 15, 2009 was 778 full-time faculty including administrative members, 62 full-time vacant positions, and 38 full-time nursing positions being actively recruited. Table 57 and Figure 38 illustrate the number of full-time positions employed, vacant, and actively recruited by each program type.

**Figure 38. Total number of full-time (FT) faculty positions employed, vacant, and actively recruited on Oct. 15, 2009 by program type**



Baccalaureate Degree programs employed 46% of the total full-time (FT) positions in Virginia, Associate Degree programs employed 37.3% of the total number of full-time (FT) positions, and Diploma programs employed 14.7% the total number of full-time (FT) positions (see Table 57 for details). 41.9% of the total number of full-time (FT) vacant positions, and 50% of the total number of vacant full-time (FT) actively recruited were in Baccalaureate Degree programs compared to 32.3% of the total number of full-time (FT) vacant, and 50% of the total number of vacant full-time (FT) actively recruited were in Associate Degree programs

44 out of 68 (64.7%) RN programs reported that the number of full-time positions budgeted programs were adequate to meet their current needs, while 14 (20.6%) programs reported that the number of full-time positions budgeted programs were not adequate to meet their current needs, and 10 RN programs did not provide an answer to the question at the time of survey taking. (See Table

58). Reasons why full-time nursing positions budgeted for a program were not adequate to meet current needs is listed in Table 59.

**Table 57. Total # of full-time(FT) faculty positions employed, vacant, and actively recruited on Oct. 15, 2009 by program type**

# students		Total # of full-time(FT) employed	Total # of full-time (FT) vacant	Total # of vacant full-time(FT) actively recruited
Accelerated Baccalaureate Degree	#	13	13	0
	%	1.7%	21.0%	.0%
Accelerated Masters Degree	#	.	.	.
	%	.%	.%	.%
Associate Degree	#	290	20	19
	%	37.3%	32.3%	50.0%
Associate Degree Online	#	0	0	0
	%	.0%	.0%	.0%
Baccalaureate Degree	#	358	26	19
	%	46.0%	41.9%	50.0%
Diploma	#	114	0	0
	%	14.7%	.0%	.0%
Diploma Online	#	3	3	0
	%	.4%	4.8%	.0%
Total	#	778	62	38
	%	100.0%	100.0%	100.0%

**Table 58. number of full-time nursing positions budgeted for a program that was adequate to meet current needs by Program Type**

# was budget adequate?	Type of pre-licensure program							
	Accelerated Baccalaureate	Accelerated Masters	Associate	Associate Online	Baccalaureate	Diploma	Diploma Online	Total
	#	#	#	#	#	#	#	#
No	1	0	7	0	6	0	0	14
None	2	2	3	1	2	0	0	10
Yes	0	0	27	1	9	6	1	44
Total	3	2	37	2	17	6	1	68

Table 59. Reasons why full-time nursing positions budgeted for a program were not adequate to meet current needs

Reasons			# of programs	Total # of full-time employed	# of programs answered 'No'
Accelerated Baccalaureate Degree	Reason why FT positions budgeted do not meet current need	• None	2	.	0
		• Other	1	13	1
		<b>Total</b>	<b>3</b>	<b>13</b>	<b>1</b>
	Other reasons		2	.	0
		• The department must use multiple adjunct faculty to meet course needs.	1	13	1
		<b>Total</b>	<b>3</b>	<b>13</b>	<b>1</b>
Associate Degree	Reason why FT positions budgeted do not meet current need	• Budget	6	38	6
		• None	31	252	1
		<b>Total</b>	<b>37</b>	<b>290</b>	<b>7</b>
	Other reasons		35	282	6
		• As we expand the program into specialty areas, we will need more MSN-prepared instructors full-time. Although we were actively recruiting for next year, we have adequate staffing for present courses.	1	3	0
		• Concern for percent of full-time to part-time faculty	1	5	1
<b>Total</b>	<b>37</b>	<b>290</b>	<b>7</b>		
Associate Degree Online	Reason why FT positions budgeted do not meet current need	• None	2	0	0
		<b>Total</b>	<b>2</b>	<b>0</b>	<b>0</b>
	Other reasons		1	.	0
		• The CNP program head was the only full time faculty member employed by the VCCS. She has retired as of August 2009. All other faculty was culled from the ranks of other participating schools of nursing. The current Department Chair for JTCC Nursing was also the Department Chair for the CNP. The current JTCC Program Head was the acting Program Head for the remaining CNP.	1	0	0
<b>Total</b>	<b>2</b>	<b>0</b>	<b>0</b>		
Associate Degree	Reason why FT positions budgeted do not meet current need	• Budget	5	160	5
		• None	11	172	0

	• Other	1	26	1
	<b>Total</b>	<b>17</b>	<b>358</b>	<b>6</b>
		15	275	4
	• Addenda funds requested for two new faculty positions to meet the needs of the doctorate of nursing practice program were not provided. Existing faculty have absorbed the additional workload created by this program. The undergraduate program relies heavily upon adjunct faculty to teach the clinical sections of the didactic courses.	1	57	1
	• Graduate program understaffed	1	26	1
<b>Other reasons</b>	<b>Total</b>	<b>17</b>	<b>358</b>	<b>6</b>

Figure 39 illustrates the highest degrees held by Full-Time nursing faculty employed on October 15th, 2009. 19.2% of Full-Time nursing faculty employed by RN programs holds a Doctorate degree, 63.4% hold Masters in nursing degree, and 9.1% hold Nursing Baccalaureate degree, 6.4% hold Non-Nursing Masters degree, and 3.5% hold non nursing Doctorate.

**Table 60. Highest degree held by Full-Time nursing faculty employed by Program Type (Percent)**

% holding:	Accelerated Baccalaureate	Accelerated Masters	Associate	Associate Online	Baccalaureate	Diploma	Diploma Online	Average of all programs
	%	%	%	%	%	%	%	%
Doctorate	44.0	.	6.8	0.0	45.8	1.8	33.0	19.2
Masters in Nursing	56.0	.	68.7	0.0	50.3	84.8	33.0	63.4
Baccalaureate in Nursing	0.0	.	7.5	0.0	6.7	22.2	33.0	9.1
Associate in Nursing	0.0	.	2.0	0.0	0.0	0.0	0.0	1.0
RN Diploma	0.0	.	0.0	0.0	0.0	2.8	0.0	0.3
non-nursing Baccalaureate	0.0	.	0.0	0.0	0.0	0.0	0.0	0.0
non-nursing Masters	0.0	.	9.1	0.0	1.2	10.3	0.0	6.4
non-nursing Doctorate	0.0	.	2.0	0.0	7.1	2.0	0.0	3.5

Notes numbers were medians

Figure 39. Highest Degree held by Full-Time nursing faculty employed

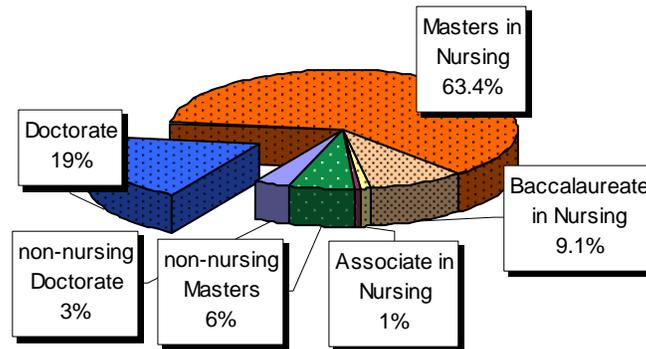


Table 61. Number of Full Time Faculty on Oct. 15, 2009 by Ethnic Group

#FT faculty	Total# of FT Faculty Employed	White, non-Hispanic	Black, non-Hispanic	Hispanic of any race	Asian	American Indian / Alaskan Native	Native Hawaiian / Pacific Islander	More than one race	Race unknown
Accelerated Baccalaureate	#	13	3	10	0	0	0	0	0
	%	1.7%	.5%	10.8%	.0%	.0%	.0%	.0%	.0%
Accelerated Masters	#	.	.	.	.	.	.	.	.
	%	.%	.%	.%	.%	.%	.%	.%	.%
Associate	#	290	233	46	0	8	1	0	1
	%	37.3%	35.2%	49.5%	.0%	50.0%	100.0%	.0%	100.0%
Associate Online	#	0	0	0	0	0	0	0	0
	%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%
Baccalaureate	#	358	319	30	1	7	0	0	1
	%	46.0%	48.2%	32.3%	50.0%	43.8%	.0%	.0%	100.0%
Diploma	#	114	104	7	1	1	0	1	0
	%	14.7%	15.7%	7.5%	50.0%	6.3%	.0%	100.0%	.0%
Diploma Online	#	3	3	0	0	0	0	0	0
	%	.4%	.5%	.0%	.0%	.0%	.0%	.0%	.0%
Total	#	778	662	93	2	16	1	1	1
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The Majority (85.1%) of full time faculty was White as shown in Figure 40, 11.96% of full time faculty was Black, and 2.05% of full time faculty was Hispanic. Almost half (48.2%) of White full time faculty were employed by Baccalaureate degree programs, 35.2% of White full time faculty were employed by Associate degree programs, and 15.7% employed by Diploma Programs.(see Table 61 for details)

Figure 40. Number of Full Time Faculty by Ethnic Group and Program Type

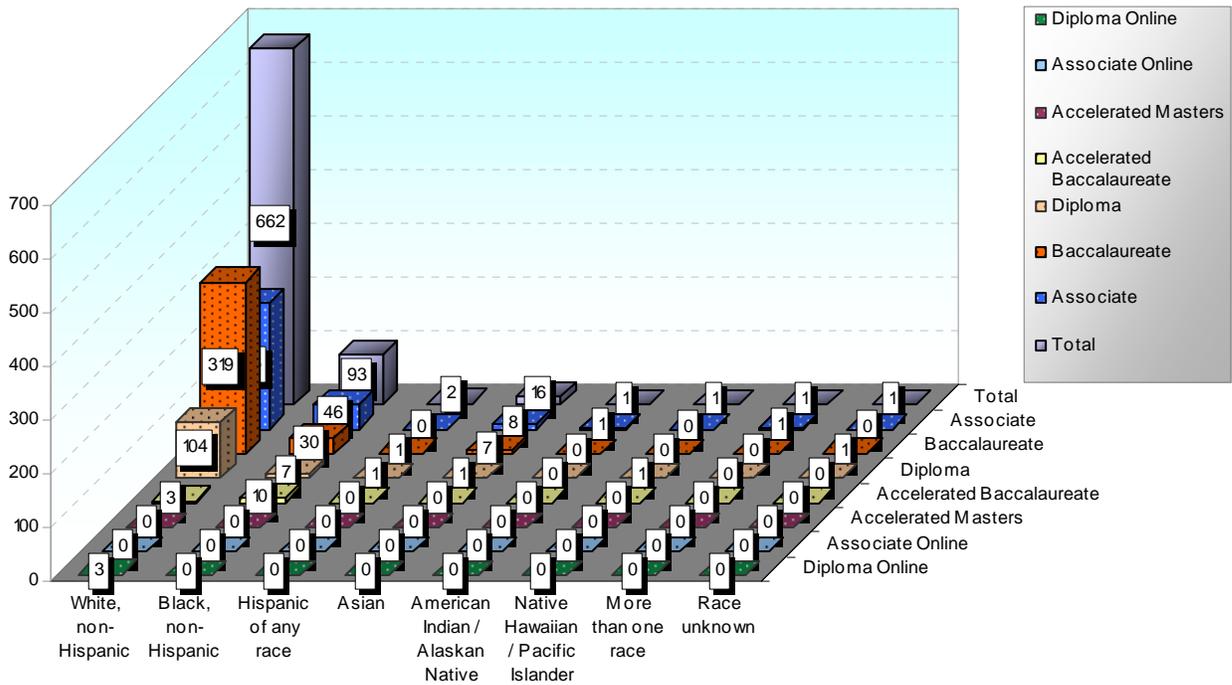


Table 62. Number of Full Time RN Programs by Age Group and Program Type

#FT faculty	Total# of FT Faculty Employed	Less than 25	26 - 34	35 - 44	45 - 54	55 - 64	65 - 74	75 and over	Age unknown
Accelerated Baccalaureate	# 13	0	0	3	2	6	2	0	0
	% 1.7%	.%	.0%	1.9%	.8%	2.4%	5.4%	.0%	.0%
Accelerated Masters	# .	.	.	.	.	.	.	.	.
	% .%	.%	.%	.%	.%	.%	.%	.%	.%
Associate	# 290	0	14	77	96	86	7	0	9
	% 37.3%	.%	43.8%	48.7%	36.6%	34.0%	18.9%	.0%	29.0%
Associate Online	# 0	0	0	0	0	0	0	0	0
	% .0%	.%	.0%	.0%	.0%	.0%	.0%	.0%	.0%
Baccalaureate	# 358	0	8	55	122	128	23	0	22
	% 46.0%	.%	25.0%	34.8%	46.6%	50.6%	62.2%	.0%	71.0%
Diploma	# 114	0	10	22	41	32	5	1	0
	% 14.7%	.%	31.3%	13.9%	15.6%	12.6%	13.5%	100.0%	.0%
Diploma Online	# 3	0	0	1	1	1	0	0	0
	% .4%	.%	.0%	.6%	.4%	.4%	.0%	.0%	.0%
<b>Total</b>	<b># 778</b>	<b>0</b>	<b>32</b>	<b>158</b>	<b>262</b>	<b>253</b>	<b>37</b>	<b>1</b>	<b>31</b>
	% 100.0%	.%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 62 reports the age characteristics of full time faculty in RN programs. Majority (88%) of the total full time faculty were between 34-65 years, and most of them were employed by Baccalaureate and Associate degree programs as shown in Figure 41 and 42.

Figure 41. Full Time Faculty Age Range in RN Programs

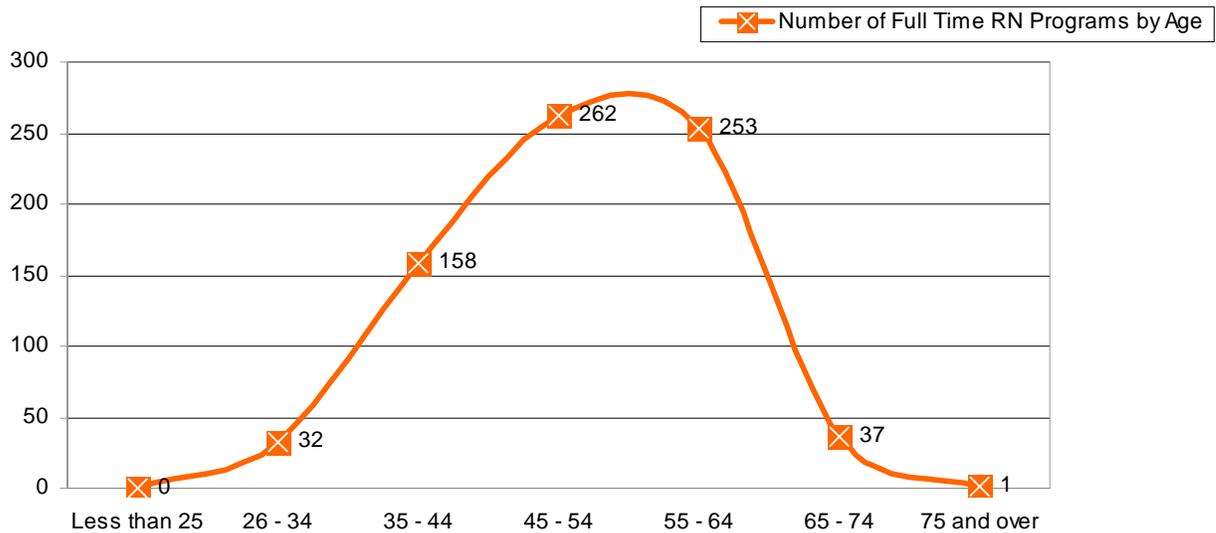
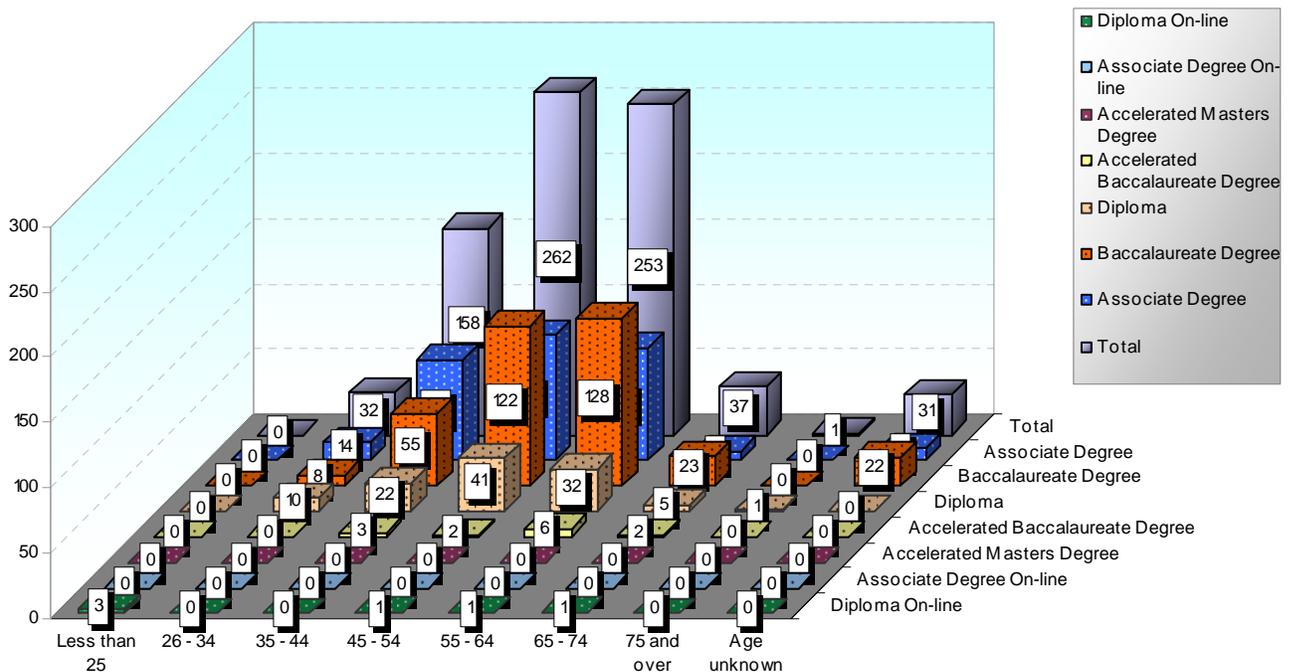


Figure 42. Number of Full Time RN Programs by Age Group and Program Type



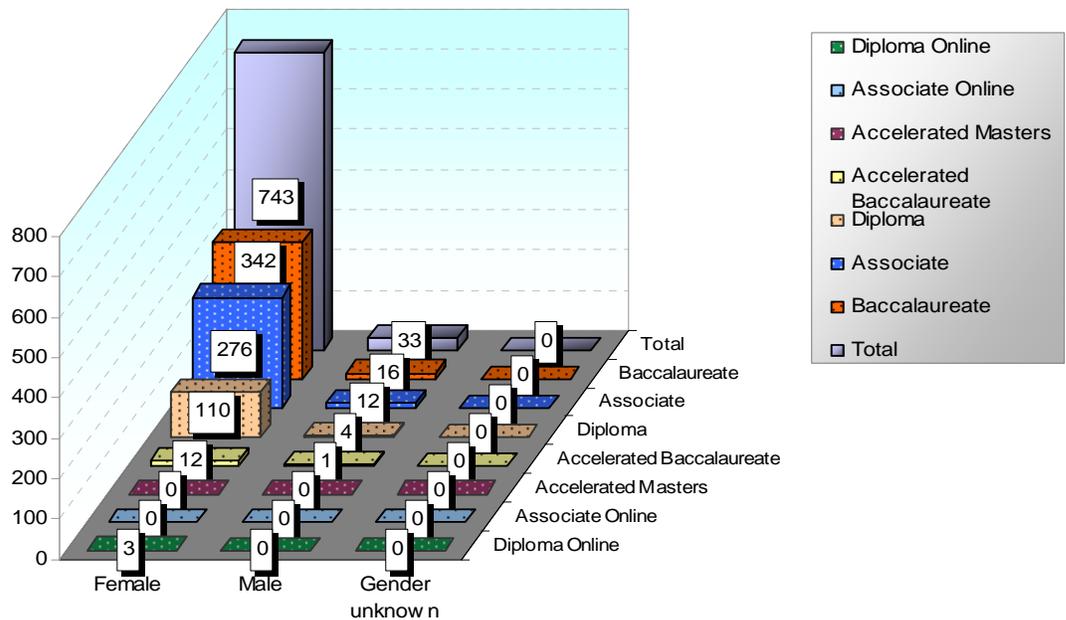
Both Figure 43 and Table 63 shows that almost all (95.5%) full time faculty in RN programs were Female and only 33 (4.24%) were Male. 16 out of 33 (48.5%) Male full time faculty were

employed by Baccalaureate degree programs, and 12 (36.4%) employed by Associate degree programs, and 4 (12.1%) employed by Diploma programs.

**Table 63. Number of Full Time RN Programs by Gender and Program Type**

#FT faculty		Total# of FT Faculty Employed	Female	Male	Gender unknown
Accelerated Baccalaureate	#	13	12	1	0
	%	1.7%	1.6%	3.0%	.%
Accelerated Masters	#	.	.	.	.
	%	.%	.%	.%	.%
Associate	#	290	276	12	0
	%	37.3%	37.1%	36.4%	.%
Associate Online	#	0	0	0	0
	%	.0%	.0%	.0%	.%
Baccalaureate	#	358	342	16	0
	%	46.0%	46.0%	48.5%	.%
Diploma	#	114	110	4	0
	%	14.7%	14.8%	12.1%	.%
Diploma Online	#	3	3	0	0
	%	.4%	.4%	.0%	.%
Total	#	778	743	33	0
	%	100.0%	100.0%	100.0%	.%

**Figure 43. Number of Full Time RN Programs by Gender**



## Part Time Faculty in RN Programs

The total number of part-time and adjunct faculty positions employed by RN programs on October 15, 2009 was 714 part-time faculty positions, 14 part-time vacant positions, and 21 part-time nursing positions being actively recruited. Table 64 and Figure 44 illustrate the number of part-time positions employed, vacant, and actively recruited by each program type.

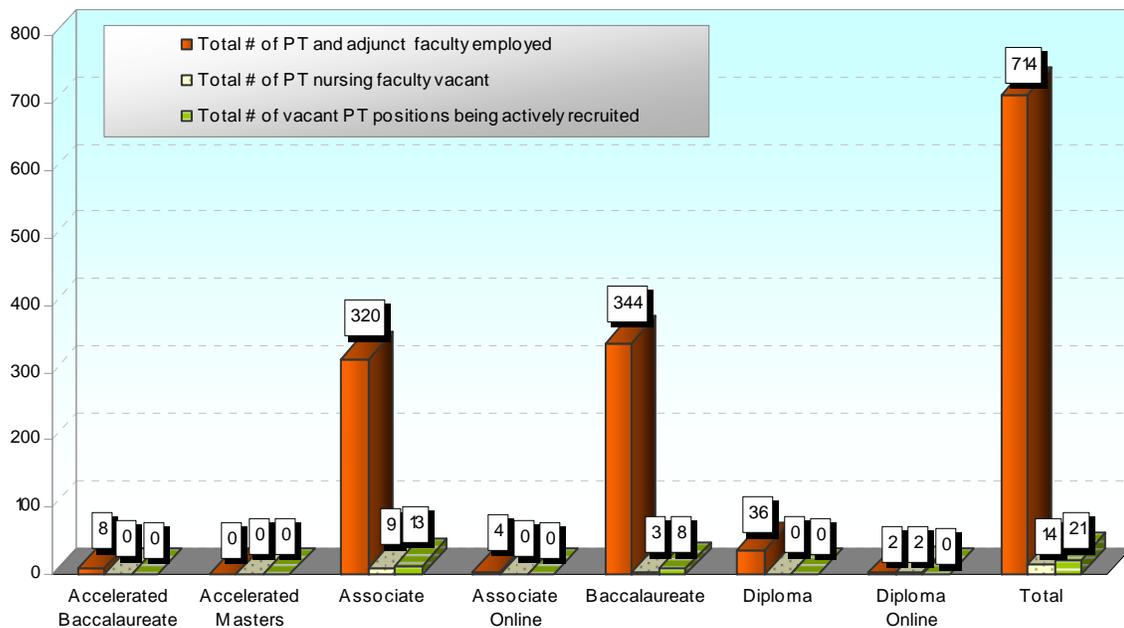
**Table 64. Part-time(PT) faculty positions employed, vacant, and actively recruited on Oct. 15, 2009 by program type**

# students		Total # of full-time(PT) employed	Total # of full-time (PT) vacant	Total # of vacant full-time(PT) actively recruited
Accelerated Baccalaureate Degree	#	8	0	0
	%	1.1%	.0%	.0%
Accelerated Masters Degree	#	.	.	.
	%	.%	.%	.%
Associate Degree	#	320	9	13
	%	44.8%	64.3%	61.9%
Associate Degree Online	#	4	0	0
	%	.6%	.0%	.0%
Baccalaureate Degree	#	344	3	8
	%	48.2%	21.4%	38.1%
Diploma	#	36	0	0
	%	5.0%	.0%	.0%
Diploma Online	#	2	2	0
	%	.3%	14.3%	.0%
<b>Total</b>	#	<b>714</b>	<b>14</b>	<b>21</b>
	%	100.0%	100.0%	100.0%

Baccalaureate Degree programs employed 48.2% of the total part-time (PT) positions in VA, Associate Degree programs employed 44.8% of the total number of part-time (PT) positions, and Diploma programs employed 5% of the total number of part-time(PT) positions (see Table 64).

21.4% of the total number of part-time (PT) vacant positions, and 38.1% of the total number of vacant part-time (PT) actively recruited were in Baccalaureate Degree programs compared to 64.3% of the total number of part-time (PT) vacant, and 61.9% of the total number of vacant part-time (PT) actively recruited were in Associate Degree programs

Figure 44. Part-time (PT) faculty positions employed, vacant, and actively recruited on Oct. 15, 2009 by program type



51 out of 68 (75%) RN programs reported that the number of part-time positions budgeted for programs were adequate to meet their current needs, while 7 (10.3%) programs reported that the number of part-time positions budgeted for programs were not adequate to meet their current needs, and 10 RN programs did not answer the question at the time of survey taking. (See Table 65). Reasons why part-time nursing positions budgeted for a program was not adequate to meet current needs is listed in Table 66.

Table 65. Number of part-time nursing positions budgeted for a program that was adequate to meet current needs by Program Type

Was budget adequate?	Type of pre-licensure program							
	Accelerated Baccalaureate	Accelerated Masters	Associate	Associate Online	Baccalaureate	Diploma	Diploma Online	Total
	#	#	#	#	#	#	#	#
No	0	0	4	0	2	1	0	7
None	2	2	3	1	1	1	0	10
Yes	1	0	30	1	14	4	1	51
<b>Total</b>	<b>3</b>	<b>2</b>	<b>37</b>	<b>2</b>	<b>17</b>	<b>6</b>	<b>1</b>	<b>68</b>

**Table 66. Reasons why part-time nursing positions budgeted for a program were not adequate to meet current needs**

Reasons:			# of programs	Total # of part-time employed	# of programs answered 'No' *
Associate	Reason why PT positions budgeted do not meet current need	• Insufficient number of qualified faculty	3	15	3
		• None	33	283	0
		• Other	1	22	1
		<b>Total</b>	<b>37</b>	<b>320</b>	<b>4</b>
	Other reasons		35	296	3
		• Current needs depend on clinical and lab needs; clinical needs vary by specialty and facility availability.	1	22	1
		• As a new program, we were currently staffed well. However, we were actively recruiting for part-time clinical instructors as we grow into more courses next term.	1	2	0
		<b>Total</b>	<b>37</b>	<b>320</b>	<b>4</b>
	Baccalaureate	Reason why PT positions budgeted do not meet current need	• None	16	335
• Other			1	9	1
<b>Total</b>			<b>17</b>	<b>344</b>	<b>2</b>
Other reasons			15	285	0
		• Part time pool was small and minimally meets needs. Would use more if they were available.	1	9	1
		• Will need more adjunct faculty as the student number increases in the spring semester.	1	50	1
<b>Total</b>	<b>17</b>	<b>344</b>	<b>2</b>		
Diploma	Reason why PT positions budgeted do not meet current need	• Insufficient number of qualified faculty	1	3	1
		• None	5	33	0
		<b>Total</b>	<b>6</b>	<b>36</b>	<b>1</b>
	Other reasons		6	36	1
		<b>Total</b>	<b>6</b>	<b>36</b>	<b>1</b>

Note: Last column counts the number of programs who answered 'No' when asked in the survey if the number of part-time nursing positions budgeted for a program were adequate to meet current needs

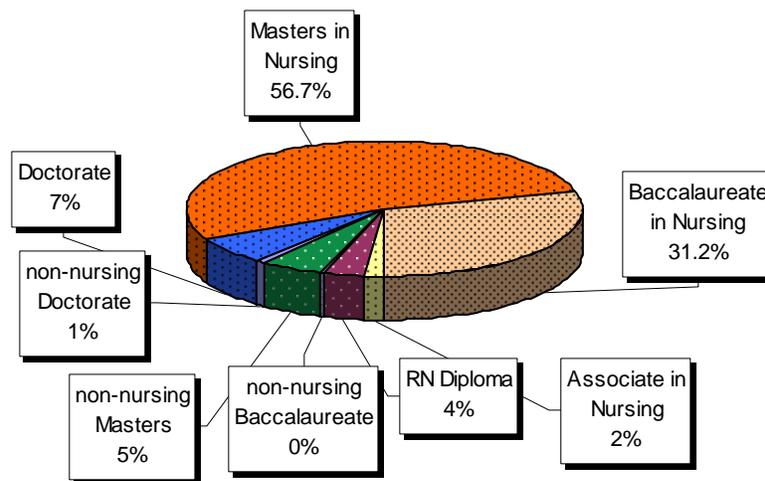
Figure 46 illustrates the highest degrees held by Part-Time nursing faculty employed on October 15th, 2009. 7% of part-time nursing faculty employed by RN programs holds a Doctorate degree, 56.7% hold Masters Degree in nursing, and 31.2% hold Nursing Baccalaureate degree, 5% hold Non-Nursing Masters degree, and 1% hold non nursing Doctorate.

**Table 67. Degree held by Part-Time nursing faculty employed by Program Type**

% Holding:	Accelerated Baccalaureate	Accel. Masters	Associate	Associate Online	Baccalaureate	Diploma	Diploma Online	Total*
	%	%	%	%	%	%	%	%
Doctorate	25	.	2	0	15	8	0	7
Masters in Nursing	75.0	.	47.3	100.0	68.4	57.5	100.0	56.7
Baccalaureate in Nursing	.0	.	48.8	.0	7.2	13.4	.0	31.2
Associate in Nursing	0	.	1	0	0	10	0	2
RN Diploma	0	.	5	0	0	10	0	4
non-nursing Baccalaureate	0	.	0	0	0	0	0	0
non-nursing Masters	0	.	8	0	1	8	0	5
non-nursing Doctorate	12	.	1	0	1	0	0	1

Note: \* Numbers represent the mean of all numbers (percentage) given by programs during the survey. The sum of all rows (% holding a doctorate, % holding Masters, etc) might not add up to 100. There was a possibility that some PT faculty who have more than one degree were reported more than once, also some programs did not report all their PT faculty at the time of the survey.

**Figure 45. Degree held by Part-Time nursing faculty by Program Type**



The Majority (80.4%) of full time faculty was White as shown in Figure 46, 13.3% of part time faculty was Black, and 2.5% of full time faculty was Asian. More than half (52.1%) of White part time faculty were employed by Baccalaureate degree programs, 41.5% of White part time faculty were employed by Associate degree programs, and 5% employed by Diploma Programs.(see Table 68 for details)

Table 68. Number of Part Time Faculty by Ethnic Group and Program Type

#PT faculty:	Total# of PT Faculty Employed	White, non-Hispanic	Black, non-Hispanic	Hispanic of any race	Asian	American Indian / Alaskan Native	Native Hawaiian / Pacific Islander	More than one race	Race unknown
Accelerated Baccalaureate	# 8	0	8	0	0	0	0	0	0
	% 1.1%	.0%	8.4%	.0%	.0%	.%	.0%	.0%	.0%
Accelerated Masters	# .	.	.	.	.	.	.	.	.
	% .%	.%	.%	.%	.%	.%	.%	.%	.%
Associate	# 320	238	57	2	15	0	3	1	1
	% 44.8%	41.5%	60.0%	40.0%	83.3%	.%	100.0%	100.0%	25.0%
Associate Online	# 4	4	0	0	0	0	0	0	0
	% .6%	.7%	.0%	.0%	.0%	.%	.0%	.0%	.0%
Baccalaureate	# 344	299	26	3	2	0	0	0	3
	% 48.2%	52.1%	27.4%	60.0%	11.1%	.%	.0%	.0%	75.0%
Diploma	# 36	31	4	0	1	0	0	0	0
	% 5.0%	5.4%	4.2%	.0%	5.6%	.%	.0%	.0%	.0%
Diploma Online	# 2	2	0	0	0	0	0	0	0
	% .3%	.3%	.0%	.0%	.0%	.%	.0%	.0%	.0%
Total	# 714	574	95	5	18	0	3	1	4
	% 100.0%	100.0%	100.0%	100.0%	100.0%	.%	100.0%	100.0%	100.0%

Notes: Total# of PT Faculty Employed was slightly different than total of all races as 7 programs reported sum of columns less than the total PT employed given by programs. 3 programs answered with percentage not number count, those were changed to number of PT employed by multiplying percentage given by total PT faculty employed.

Figure 46. Number of Part Time Faculty by Ethnic Group

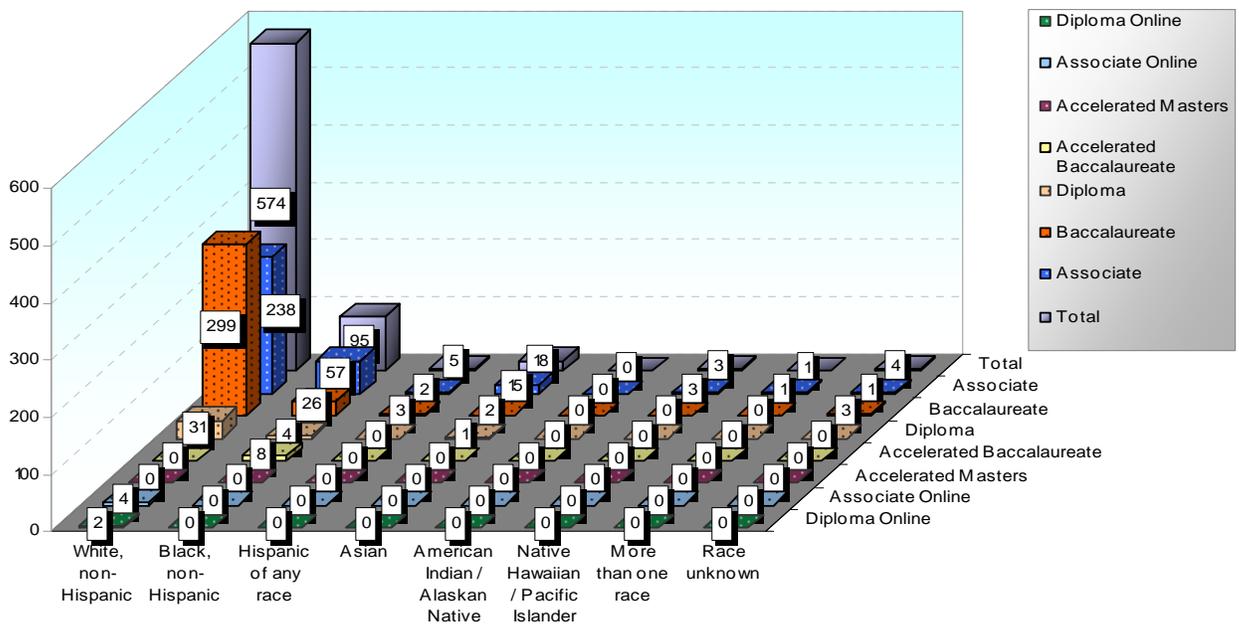


Table 69 summarizes the age characteristics of part time faculty in RN programs. 62.9% of the total part time faculty was between 34-65 years, and most of them were employed by Baccalaureate and Associate degree programs as shown in Figure 47 and 48.

**Table 69. Number of Part Time faculty by Age Group and Program Type**

#PT faculty	Total# of PT Faculty Employed	Less than 25	26 - 34	35 - 44	45 - 54	55 - 64	65 - 74	75 and over	Age unknown
Accelerated Baccalaureate	#	13	0	1	0	0	7	0	0
	%	1.7%	.0%	1.7%	.0%	.0%	4.7%	.0%	.0%
Accelerated Masters	#	.	.	.	.	.	.	.	.
	%	.%	.%	.%	.%	.%	.%	.%	.%
Associate	#	290	1	25	67	71	46	2	105
	%	37.3%	50.0%	42.4%	45.3%	37.0%	30.9%	8.7%	50.0%
Associate Online	#	0	0	0	.	2	2	0	0
	%	.0%	.0%	.0%	.%	1.0%	1.3%	.0%	.0%
Baccalaureate	#	358	1	31	73	110	79	18	22
	%	46.0%	50.0%	52.5%	49.3%	57.3%	53.0%	78.3%	50.0%
Diploma	#	114	0	2	7	8	15	3	0
	%	14.7%	.0%	3.4%	4.7%	4.2%	10.1%	13.0%	.0%
Diploma Online	#	3	0	0	1	1	0	0	0
	%	.4%	.0%	.0%	.7%	.5%	.0%	.0%	.0%
Total	#	778	2	59	148	192	149	23	127
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Note: Total# of PT Faculty Employed was slightly different than total of all age groups as reported numbers in each age group summed less than the total PT faculty employed they provided. It might be possible that these 8 programs did not have sufficient age data for their PT faculty.

**Figure 47. Number of Part Time faculty by Age Group**

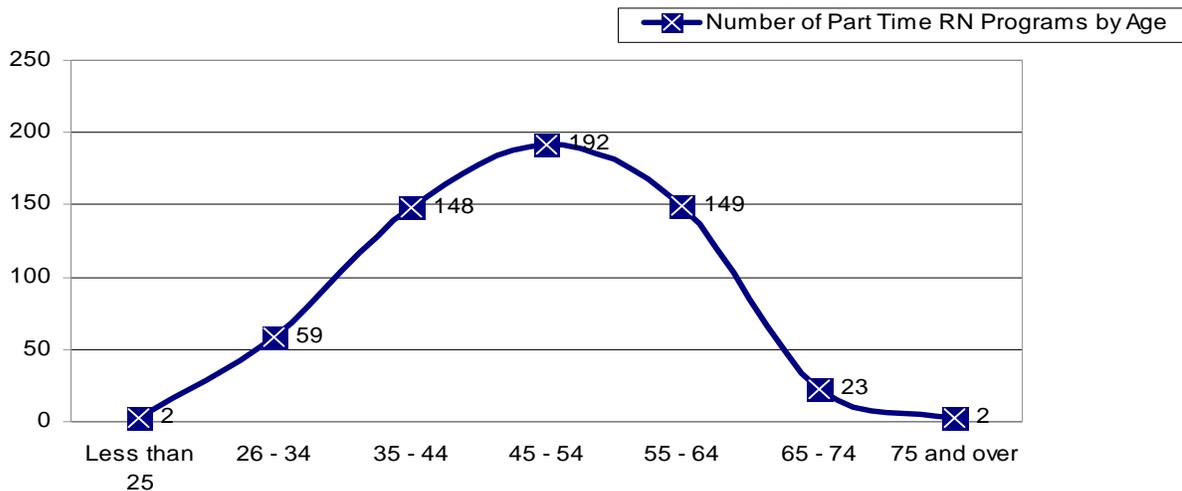
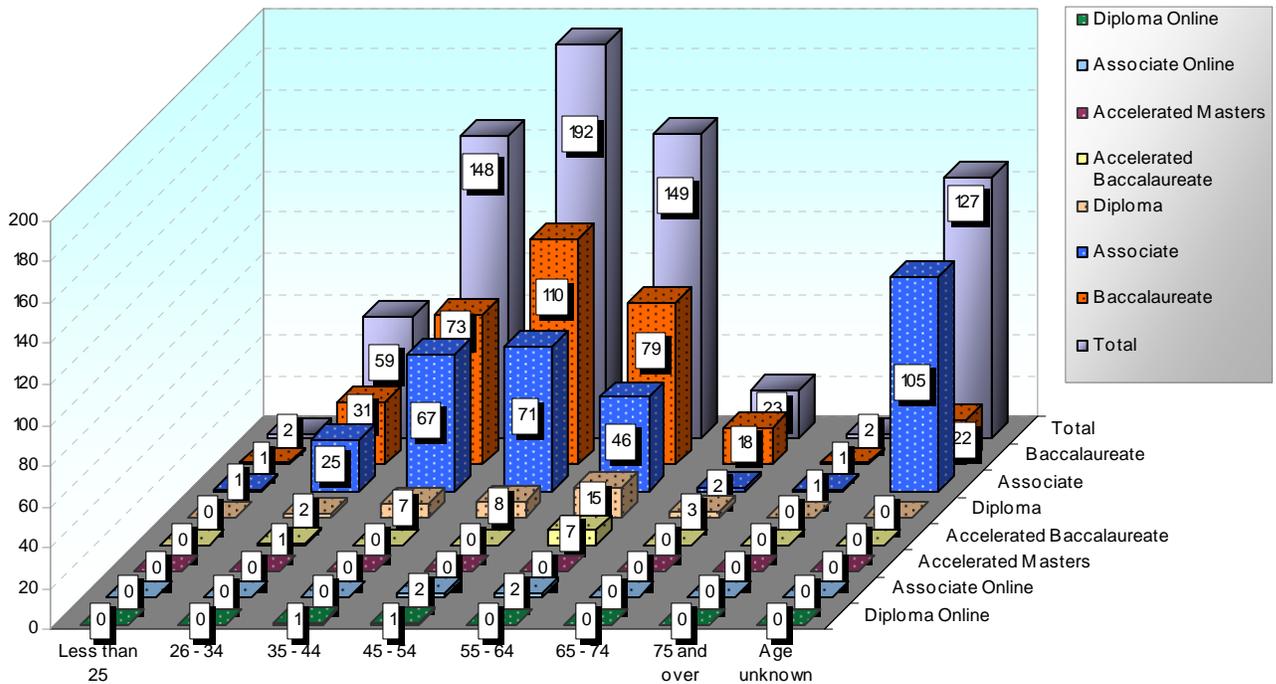


Figure 48. Number of Part Time faculty by Age Group and program type



Both Figure 49 and Table 70 show that almost all (approx. 94%) part time faculty in RN programs were Female and only 30 (4.2%) were Male. 17 out of 30 (56.7%) Male part time faculty were employed by Baccalaureate degree programs, and 11 (36.7%) employed by Associate degree programs, and one (3.3%) employed by Accelerated Baccalaureate degree programs.

Table 70. Number of Part Time RN Programs by Gender and Program Type

		Total # of part-time employed	Female	Male	Gender unknown
Accelerated Baccalaureate	#	8	7	1	0
	%	1.1%	1.0%	3.3%	.%
Accelerated Masters	#	.	.	.	.
	%	.%	.%	.%	.%
Associate	#	320	307	11	0
	%	44.8%	45.8%	36.7%	.%
Associate Online	#	4	3	1	0
	%	.6%	.4%	3.3%	.%
Baccalaureate	#	344	316	17	0
	%	48.2%	47.1%	56.7%	.%
Diploma	#	36	36	0	0
	%	5.0%	5.4%	.0%	.%
Diploma Online	#	2	2	0	0
	%	.3%	.3%	.0%	.%
Total	#	714	671	30	0
	%	100.0%	100.0%	100.0%	.%

Figure 49. Number of Part Time RN Programs by Gender and Program Type

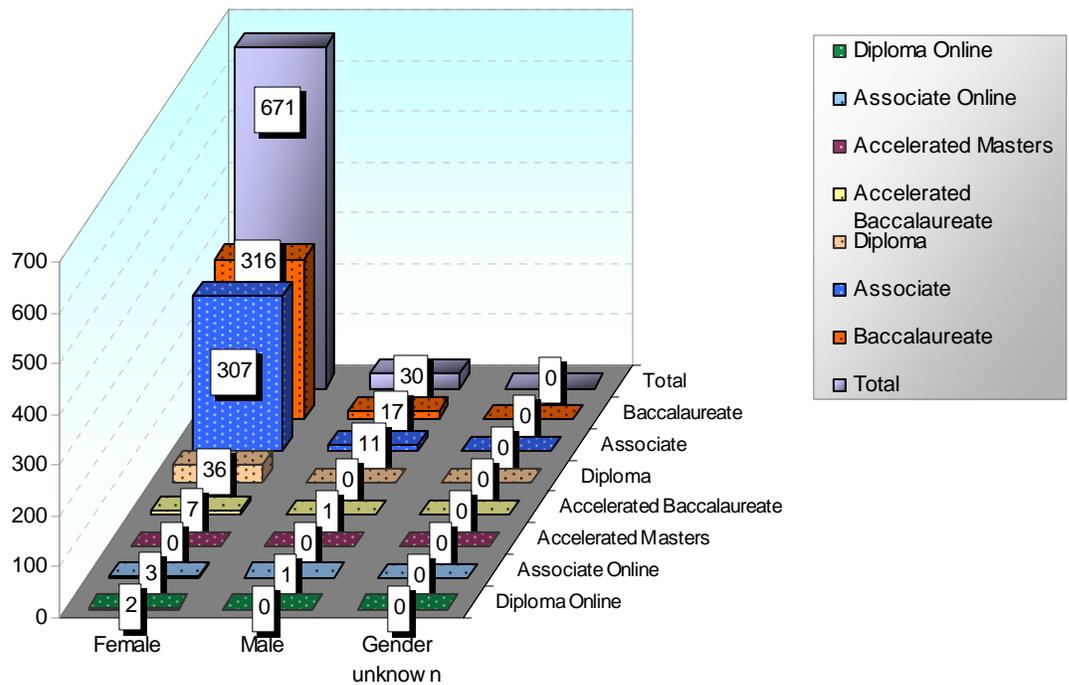


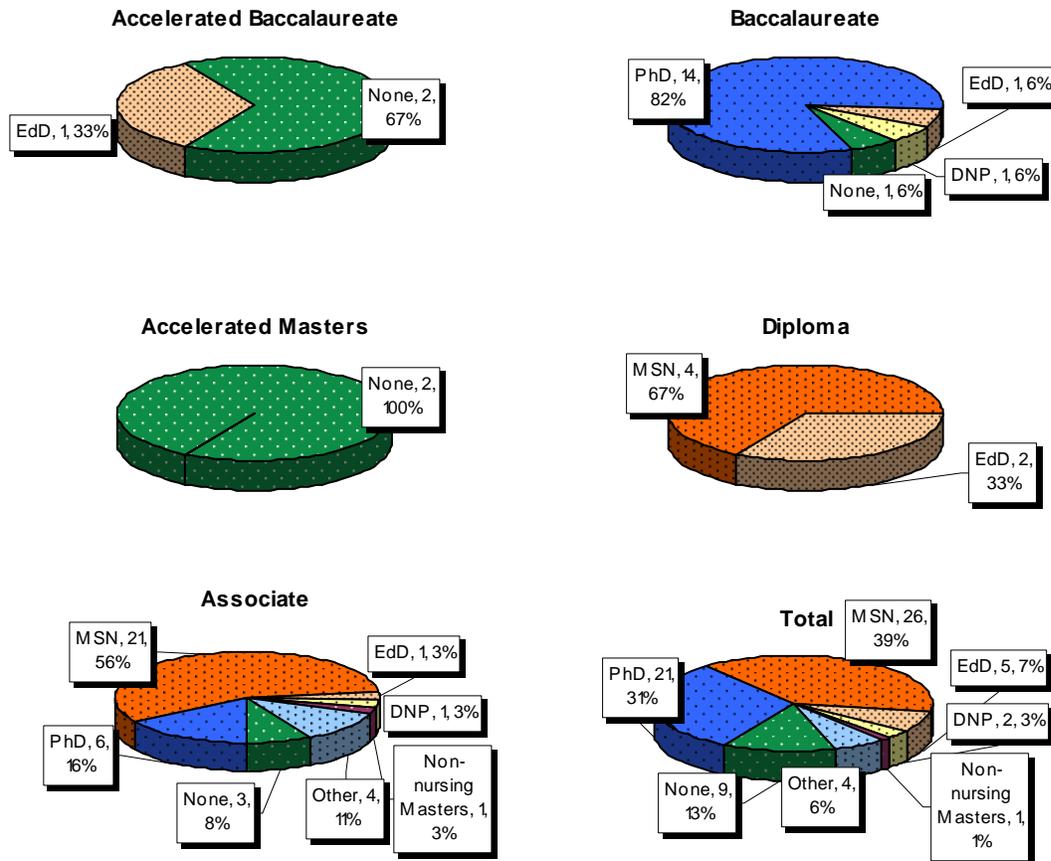
Figure 50 illustrates the highest degrees held by RN Director in each program type. 30.9% of RN directors in 21 RN programs hold a Doctorate degree (PhD), 38.2% of RN program directors have Masters in Nursing degrees (26 programs), and the remainder hold DNP (2 programs), EdD (5 programs) and non-nursing Masters degrees (1 program). 9 RN programs did not report the highest degree held by their directors (see Table 71). Other academic Degrees held by Program Director in Associate degree programs were Doctor of Science in Nursing (DSN), MSN, FNP-C, and in Diploma programs there was one director holding an MBA degree.

Table 71. Highest Academic Degree Held by Program Directors by Program type

		Highest academic degree held by the program Director							Total
		DNP	EdD	MSN	Non-nursing Masters	None	Other	PhD	
Accelerated Baccalaureate	#	0	1	0	0	2	0	0	3
	%	.0%	33.3%	.0%	.0%	66.7%	.0%	.0%	100.0%
Accelerated Masters	#	0	0	0	0	2	0	0	2
	%	.0%	.0%	.0%	.0%	100.0%	.0%	.0%	100.0%
Associate	#	1	1	21	1	3	4	6	37
	%	2.7%	2.7%	56.8%	2.7%	8.1%	10.8%	16.2%	100.0%
Associate Online	#	0	0	0	0	1	0	1	2

	%	.0%	.0%	.0%	.0%	50.0%	.0%	50.0%	100.0%
Baccalaureate	#	1	1	0	0	1	0	14	17
	%	5.9%	5.9%	.0%	.0%	5.9%	.0%	82.4%	100.0%
Diploma	#	0	2	4	0	0	0	0	6
	%	.0%	33.3%	66.7%	.0%	.0%	.0%	.0%	100.0%
Diploma Online	#	0	0	1	0	0	0	0	1
	%	.0%	.0%	100.0%	.0%	.0%	.0%	.0%	100.0%
Total	#	2	5	26	1	9	4	21	68
	%	2.9%	7.4%	38.2%	1.5%	13.2%	5.9%	30.9%	100.0%

Figure 50. Highest Academic Degree Held by Program Directors



## Disruptions in the Part-Time Nursing Faculty

Last year,, during the 2008-09 academic year, the number of new full-time nursing faculty appointments were 132 in all RN programs. 62.1% of those new full-time faculty appointments were in Associate degree programs, and 34.8% were in Baccalaureate degree programs. The number of full-time faculty resigned during the same period was 56 in all RN programs, 42.9% of those resignations were Associate Degree programs, 42.9% were in Baccalaureate degree programs, and 14.3% where in Diploma programs. Table 72 shows the Disruptions in the Full-Time Nursing Faculty in each program type.

**Table 72. Disruptions in the Full-Time Nursing Faculty**

		# of new FT faculty appointments	# of FT faculty resigned
Accelerated Baccalaureate	#	1	0
	%	.8%	.0%
Accelerated Masters	#	.	.
	%	.%	.%
Associate	#	82	24
	%	62.1%	42.9%
Associate Online	#	0	0
	%	.0%	.0%
Baccalaureate	#	46	24
	%	34.8%	42.9%
Diploma	#	3	8
	%	2.3%	14.3%
Diploma Online	#	0	0
	%	.0%	.0%
Total	#	132	56
	%	100.0%	100.0%

## **RN to BSN PROGRAM**

### RN to BSN Applications and New Enrollments

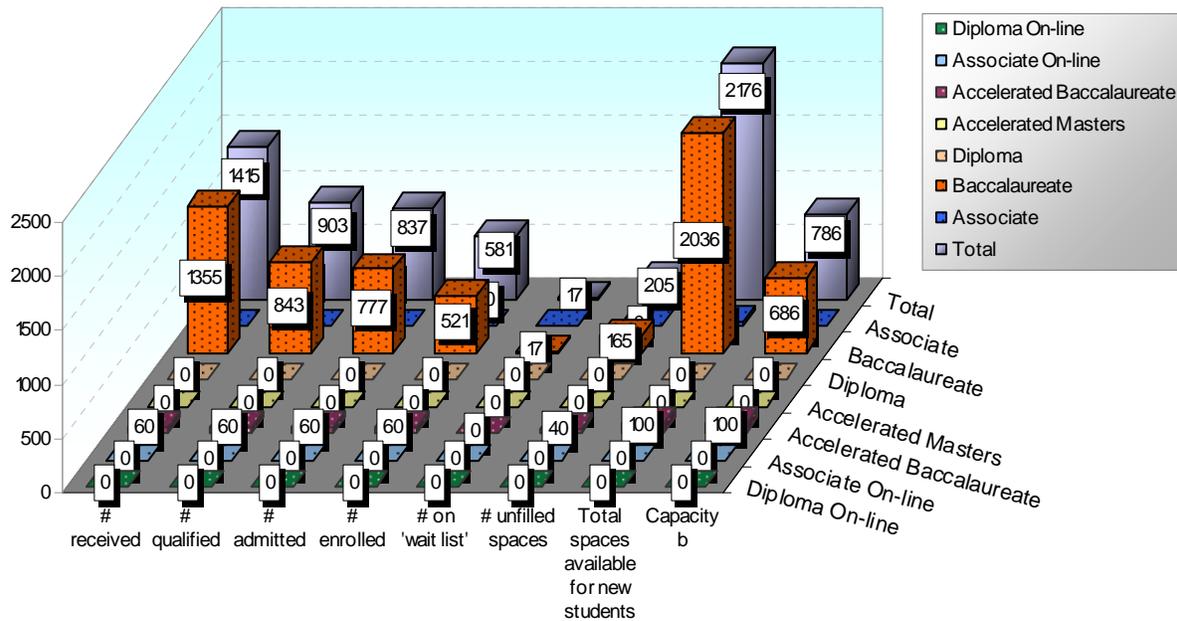
The number of RN to BSN Programs who admitted students during the last academic year were 20 programs, 17 Baccalaureate Programs and 3 Accelerated Baccalaureate programs. Table 73 and Figure 52 summarize and illustrate the number of applications received by programs, and the number of those applications that were qualified, the number of qualified applications that were admitted, and the number of applicants who actually enrolled in a program. Approximately 25% (165 unfilled spaces) of the programs capacity in Baccalaureate degree programs, and approximately 40% (40 unfilled spaces) of the programs capacity in Accelerated Baccalaureate degree were not filled.

Table 73. RN to BSN student Applications and New Enrollments

During Academic Year 2008-2009:	Acc. Bacc.	Acc. Masters	Associate	Associate Online	Bacc.	Diploma	Diploma Online	Total
# of Programs	3	2	37	2	17	6	1	68
# received	60	.	0	.	1355	.	.	1415
# qualified	60	.	0	.	843	.	.	903
# admitted	60	.	0	.	777	.	.	837
# enrolled <sup>a</sup>	60	.	0	.	521	.	.	581
# on 'wait list'	0	.	0	.	17	.	.	17
# unfilled spaces	40	.	.	.	165	.	.	205
Total spaces available for new students	100	.	40	.	2036	.	.	2176
Capacity <sup>b</sup>	100				686			786
% of Capacity <sup>c</sup>	60.00%				75.95%			73.92%

a Number of pre license students who were enrolled in a program  
 b Capacity = # Total enrollment + unfilled spaces  
 c Percentage = Total enrollment /capacity

Figure 51. RN to BSN student Applications and New Enrollments



The reasons given by RN to BSN programs for turning away qualified applicant and having unfilled space is listed in Table 74 and Table 75. The common reasons for turning away qualified applicants was the lack of qualified faculty, lack of classroom space, lack of clinical space, and Effective program capacity reached. Most RN to BSN programs reported that the reasons for having unfilled spaces were due to the lack of qualified applicants.

**Table 74. Reasons for Turning Away Qualified Applicants in RN to BSN Programs**

Reasons		# of programs	# of app. qualified	# of app. admitted	# of app. on 'wait list'
Associate		34	0	0	0
	<ul style="list-style-type: none"> <li>Lack of qualified faculty, Lack of classroom space</li> </ul>	1	.	.	.
	<ul style="list-style-type: none"> <li>Lack of qualified faculty, Lack of classroom space, Lack of clinical space, Effective program capacity reached</li> </ul>	1	.	.	0
	<ul style="list-style-type: none"> <li>Lack of qualified faculty, Lack of clinical space</li> </ul>	1	.	.	.
	<b>Total</b>	<b>37</b>	<b>0</b>	<b>0</b>	<b>0</b>
Baccalaureate		13	366	366	0
	<ul style="list-style-type: none"> <li>Effective program capacity reached</li> </ul>	1	197	148	0
	<ul style="list-style-type: none"> <li>Lack of classroom space, Effective program capacity reached</li> </ul>	1	129	129	.
	<ul style="list-style-type: none"> <li>Lack of qualified faculty</li> </ul>	1	107	107	0
	<ul style="list-style-type: none"> <li>Lack of qualified faculty, Lack of classroom space, Lack of clinical space, Effective program capacity reached</li> </ul>	1	44	27	17
	<b>Total</b>	<b>17</b>	<b>843</b>	<b>777</b>	<b>17</b>
			16	736	670
Other factors	<ul style="list-style-type: none"> <li>Students must have all general education courses completed before being permitted to enroll in upper division RN&gt;BSN courses. However, they can apply for admission before these courses were completed, which creates a gap between acceptance into the program and formal enrollment.</li> </ul>	1	107	107	0
<b>Total</b>		<b>17</b>	<b>843</b>	<b>777</b>	<b>17</b>

**Table 75. Why programs had unfilled spaces for new students in 2008 - 2009**

Reasons programs have unfilled spaces		programs	# of unfilled spaces for new students	
		#	#	%
Acc. Bacc.		2	.	.%
	• Lack of qualified applicants	1	40	100.0%
	<b>Total</b>	<b>3</b>	<b>40</b>	<b>100.0%</b>
Baccalaureate		9	11	100.0%
	• Accepted students did not matriculate.	1	10	100.0%
	• Due to the requirement to have all general education courses completed before enrollment was permitted in the upper division RN>BSN courses.	1	52	100.0%
	• Lack of applicants	1	7	100.0%
	• Lack of applications	1	9	100.0%
	• Not enough applicants.	1	8	100.0%
	• Students did not shows up that were admitted.	1	7	100.0%
	• We were working on increasing capacity for 2010.	1	44	100.0%
	• We have admitted all who were qualified, so there was either a lack of qualified applicants or those admitted were unable to enroll for financial or personal reasons.	1	17	100.0%
<b>Total</b>	<b>17</b>	<b>165</b>	<b>100.0%</b>	

The Minimum Grade Points Average (GPA) required for admission in RN to BSN programs ranges between 2.0 and 3.0 grade points. Almost half of the programs require a GPA of 2.5 for admission. The average GPA for students admitted in those programs was between 2.5 GPA and 3.7 GPA. Table 76 reports the minimum GPA requirements by programs and average grade points for students who were admitted.

**Table 76. Minimum and Average Grade Point Average (GPA) requirement for admission to RN to BSN program**

Grade Point Average (GPA)			# of programs
Accelerated Baccalaureate	Minimum GPA requirement for admission	2.50	1
	Average GPA for students admitted	2.80	1
Associate	Minimum GPA requirement for admission	0.00	1
		2.50	1
	Average GPA for students admitted	0.00	1
		2.50	1
Baccalaureate		2.00	3
		2.20	1
	Minimum GPA requirement for admission	2.50	7
		2.80	1
		3.00	1

	2.50	1
	2.70	1
	2.80	2
	2.86	1
	2.99	1
Average GPA for students admitted	3.00	1
	3.05	1
	3.08	1
	3.10	1
	3.12	1
	3.27	1
	3.70	1

Average age for students who were admitted to RN to BSN program was 27 in Accelerated Baccalaureate Degree programs, and between 29 and 42 in Baccalaureate Degree programs. The Attrition Rate for students in RN to BSN programs in the 2008-09 academic year varies from one program to another. The overall Attrition Rate that was reported by RN to BSN programs was less than 10% while one program reported 20% and another program reported 52.2% as their overall attrition rate. (See Table 77)

**RN to BSN Student Attrition**

**Table 77. RN to BSN Program Student Attrition Rate in the 2008-2009 academic year by Program Type**

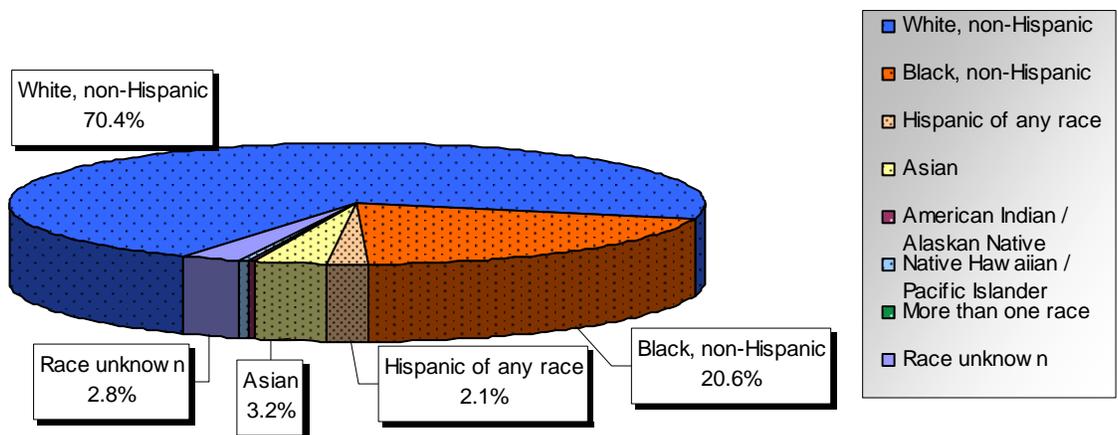
	Student attrition rate	# of programs
Accelerated Baccalaureate	First Year attrition rate	0%
	Second Year attrition rate	0%
	Third Year attrition rate	0
Associate	First Year attrition rate	0%
	Second Year attrition rate	0%
	Third Year attrition rate	0%
	Overall attrition rate for programs	0%
Baccalaureate		0%
		1%
		3%
	First Year attrition rate	4%
		4.65%
		40%
		42%
	Second Year attrition rate	0%
		1.8%
		8

	5%	1
	8.3%	1
	15%	2
	50%	1
Third Year attrition rate	0%	9
	16%	1
	50%	1
Overall attrition rate for programs	0%	5
	0.05%	1
	2%	1
	4%	1
	6%	1
	6.45%	1
	8.30%	1
	10%	1
	20%	1
	52.20%	1

### RN to BSN Program Graduates

The total number of graduates from RN to BSN programs was 467 students. Figure 52 illustrates the percentage of graduates in each racial group. 70% of those graduates were White, 20.6% were Black, 2.1% were Hispanic, and 3.2% were Asian. Table 78 summarizes the number of students graduated by ethnic group in each program type. 6.9% of those graduates were Male students (32 student), and 1% of the graduates (5 students) reported having a degree in a discipline other than nursing (see Table 79 and Table 80).

**Figure 52. Students Graduated from RN to BSN Programs by Ethnic Group**



**Table 78. Number of Students Graduated from RN to BSN Programs by Ethnic Group and Program Type**

# students	Total# of students graduated	White, non-Hispanic	Black, non-Hispanic	Hispanic of any race	Asian	American Indian / Alaskan Native	Native Hawaiian / Pacific Islander	More than one race	Race unknown
Accelerated Baccalaureate	#	47	5	39	0	1	0	2	0
	%	10.1%	1.5%	40.6%	.0%	6.7%	.0%	100.0%	.%
Accelerated Masters	#	.	.	.	.	.	.	.	.
	%	.%	.%	.%	.%	.%	.%	.%	.%
Associate	#	0	0	0	0	0	0	0	0
	%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.%
Associate Online	#	.	.	.	.	.	.	.	.
	%	.%	.%	.%	.%	.%	.%	.%	.%
Baccalaureate	#	420	324	57	10	14	2	0	0
	%	89.9%	98.5%	59.4%	100.0%	93.3%	100.0%	.0%	.%
Diploma	#	.	.	.	.	.	.	.	.
	%	.%	.%	.%	.%	.%	.%	.%	.%
Diploma Online	#	.	.	.	.	.	.	.	.
	%	.%	.%	.%	.%	.%	.%	.%	.%
Total	#	467	329	96	10	15	2	2	0
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	.%

**Table 79. Number of graduates having a degree in a discipline other than nursing**

# students	Total # of students graduated	# of graduates having a degree in a discipline other than nursing
Accelerated Baccalaureate Degree	#	47
	%	10.1%
Accelerated Masters Degree	#	.
	%	.%
Associate Degree	#	0
	%	.0%
Associate Degree Online	#	.
	%	.%
Baccalaureate Degree	#	420
	%	89.9%
Diploma	#	.
	%	.%
Diploma Online	#	.
	%	.%
Total	#	467
	%	100.0%

Table 80. RN to BSN Number of Male Graduates

# students		Total # of students graduated	# of graduates having a degree in a discipline other than nursing
Accelerated Baccalaureate Degree	#	47	2
	%	10.1%	6.3%
Accelerated Masters Degree	#	.	.
	%	.%	.%
Associate Degree	#	0	0
	%	.0%	.0%
Associate Degree Online	#	.	.
	%	.%	.%
Baccalaureate Degree	#	420	30
	%	89.9%	93.8%
Diploma	#	.	.
	%	.%	.%
Diploma Online	#	.	.
	%	.%	.%
Total	#	467	32
	%	100.0%	100.0%

## Trends Over Time

### Nursing Programs Admission and Graduates Trend

The Report of Statistics published each year by the Virginia Board of Nursing contains information on nursing education program admissions and graduations from previous years. Figure 53, and Figure 54 were created using information from those reports, dating back to the 2003-2004 academic year, and last years report.

**Figure 53. PNE Program Admissions and Graduation Trends**

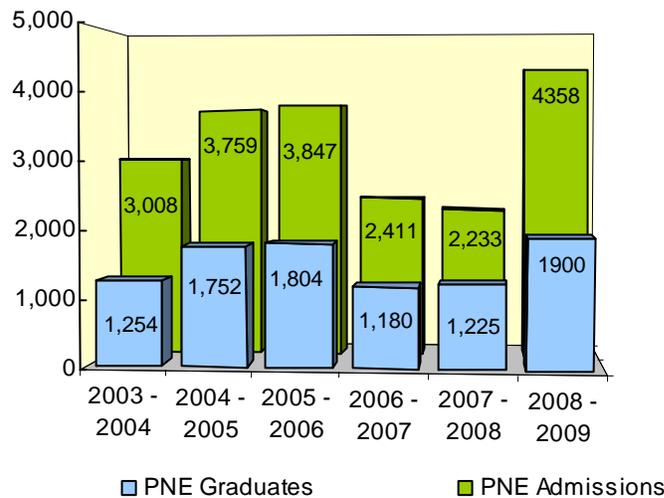


Figure 53 illustrates the number of students admitted to PNE programs and the number of students graduated in the last six academic years. The number of admissions during the 2008-09 academic year has jumped 95% from 2,233 students in 2007-08 to 4358 student in 2008-09. The Number of graduates during the same period jumped 55% from 1,225 graduate to 1900 graduate.

**Figure 54. RN Program Admissions and Graduations Trends**

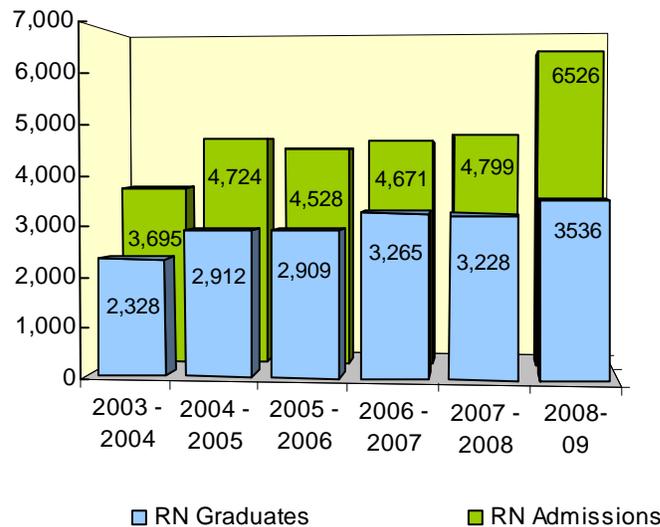


Figure 54 illustrates the number of students admitted to RN programs and the number of students graduated in the last six academic years. The number of admissions during the 2008-09 academic year has jumped 35% from 4,799 students in 2007-08 to 6526 student in 2008-09. The Number of graduates during the same period jumped 9% from 3,228 graduate to 3,536 graduate.

With the continued collection of data responsive to the specific questions outlined in the 2009 Nursing Education Survey and detailed in this report, trending similar to that completed for admissions and graduations will be possible over time and can become a regular feature of future editions of this report.