Virginia Nursing Education Programs: 2010-2011 Academic Year

Healthcare Workforce Data Center

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Introduction

This report provides an overview of the results of the 2010-2011 Virginia Nursing Education Program survey. The survey covers the 150 nursing education programs approved to operate in Virginia by the Board of Nursing during the 2010 to 2011 academic year. Results are reported in two sections: the first covering 76 Licensed Practical Nursing (LPN) programs, and the second covering 78 Registered Nursing (RN) programs. Combined, these programs enrolled 9,299 new nursing students and graduated 5,874 new nurses during the survey period. Before attaining a license and practicing as a nurse, all nursing graduates must pass a national licensure exam.

Licensed Practical Nursing programs enrolled 3,676 new LPN students and graduated 2,086 new LPNs during the survey period. LPNs provide basic bedside care under the direction of RNs and physicians. Most LPNs attend year-long certificate programs although some pursue associate degrees. Most programs occur in post-secondary community colleges or proprietary schools. However many students are able to pursue LPN certificates in conjunction with local high-school or general education diploma programs while others attend hospital-based programs.

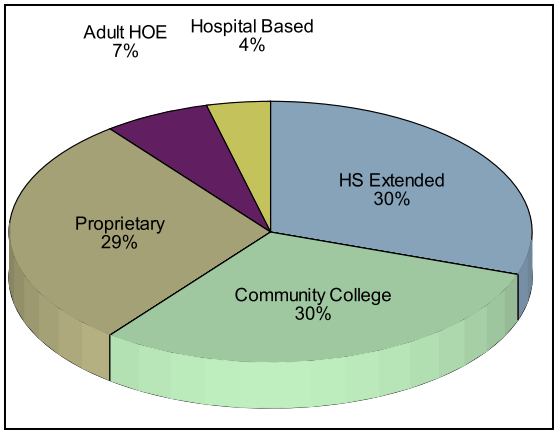
Registered Nursing programs enrolled 5,623 new RN students and graduated 3,788 new RNs during the survey period. RNs provide nursing care to patients, including direct patient care and care coordination, provide support and information to patents and families, and educate patients and the public about health and wellness. Registered nurse education programs include hospital-based diploma programs, associate degree programs and baccalaureate degree programs. Many RNs begin clinical practice as LPNs. Licensure and education as an RN is the foundation for licensure in advanced practice roles such as a nurse practitioner or clinical nurse specialist. Some programs provide accelerated masters programs for students pursing advanced practice.

Virginia laws and regulations pertaining to approval of nurse education programs appear in *Code of Virginia* §54.1-3013 & *Virginia Administrative Code* 18VAC90-20-40 through 18VAC90-20-170. Virginia laws and regulations pertaining to the requirements for nursing licenses appear in *Code of Virginia* §54.1-201 & *Virginia Administrative Code* 18VAC90-20-190 through 18VAC90-20-210.

PN Program Structure and Duration

There are five types of nursing programs that are approved by the Virginia Board of Nursing:

1. Community College
2. High School Extended
3. Proprietary
4. Postsecondary Adult HOE
5. Hospital-Based



Three of the five programs, community college, high school extended and proprietary, accounted for nearly 90 percent of all PN programs. Postsecondary adult HOE and hospital-based programs accounted for the remaining ten percent.

The vast majority of practical nursing programs last between 12 and 24 months; however, two of the programs, Virginia Western Community College and Amherst County Public Schools, indicated that the program can take longer than 24 months for certain students. Regardless, for these two schools, a value of 24 months was used in this analysis.

Hospital-based programs, all of which lasted for 12 months, had the shortest average duration time. Meanwhile, high school extended programs had the longest average duration time, lasting nearly 20 months until completion.

Programs		Program Length, Months					
Program Type	Count	Mean	Min	25 %ile	75 %ile	Max	Missing
HS Extended	23	19.70	18	18	21	24	0
Adult HOE	5	14.40	12	12	18	18	0
Community College	23	14.48	12	12	18	24	0
Hospital Based	3	12	12	12	12	12	0
Proprietary	22	14.09	12	13	15	18	0
Total	76	15.84	12	12	18	24	0

PN Program Clinical Hours

All PN programs required at least 400 clinic experience hours, and one-quarter required more than 500 hours. Within this range, the majority of programs required between 400 and 450 clinic experience hours.

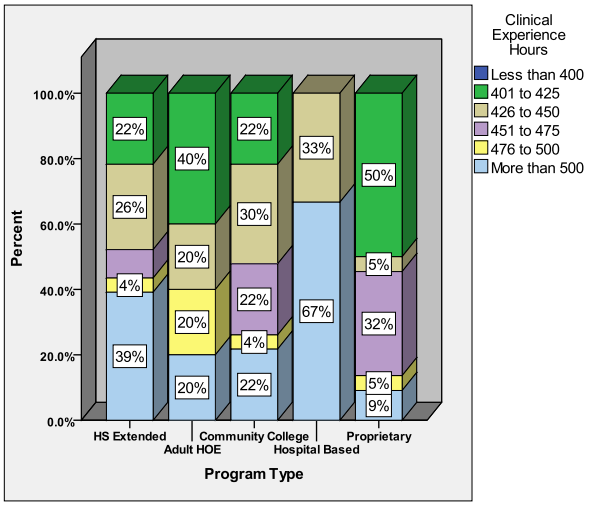
The vast majority of PN programs also required more than 400 hours of direct client care, while only three programs required less than 375 hours.

However, most PN programs did not place an emphasis on clinical simulation: Nearly three-quarters of all PN programs required less than 25 hours of clinical simulation. In addition, only three programs required more than 100 clinical simulation hours.

Clinical Hours		Program Type						
Type	Amount	HS Extended	Adult HOE	Community College	Hospital Based	Proprietary	Total	% of Total
Clinical Experience Hours	Less than 400	0	0	0	0	0	**0**	**0%**
	401 to 425	5	2	5	0	11	**23**	**30%**
	426 to 450	6	1	7	1	1	**16**	**21%**
	451 to 475	2	0	5	0	7	**14**	**18%**
	476 to 500	1	1	1	0	1	**4**	**5%**
	More than 500	9	1	5	2	2	**19**	**25%**
	Total	**23**	**5**	**23**	**3**	**22**	**76**	**100%**
Direct Client Care Hours	Less than 300	0	0	0	0	0	**0**	**0%**
	301 to 325	0	0	0	0	1	**1**	**1%**
	326 to 350	1	0	0	0	0	**1**	**1%**
	351 to 375	0	0	0	0	0	**0**	**0%**
	376 to 400	1	2	5	0	5	**13**	**17%**
	More than 400	21	3	18	3	16	**61**	**80%**
	Total	**23**	**5**	**23**	**3**	**22**	**76**	**100%**
Clinical Simulation Hours	Less than 25	18	3	20	2	16	**59**	**78%**
	26 to 50	2	1	1	0	4	**8**	**11%**
	51 to 75	2	0	1	1	0	**4**	**5%**
	76 to 100	0	1	1	0	2	**4**	**5%**
	101 to 125	1	0	0	0	0	**1**	**1%**
	Total	**23**	**5**	**23**	**3**	**22**	**76**	**100%**

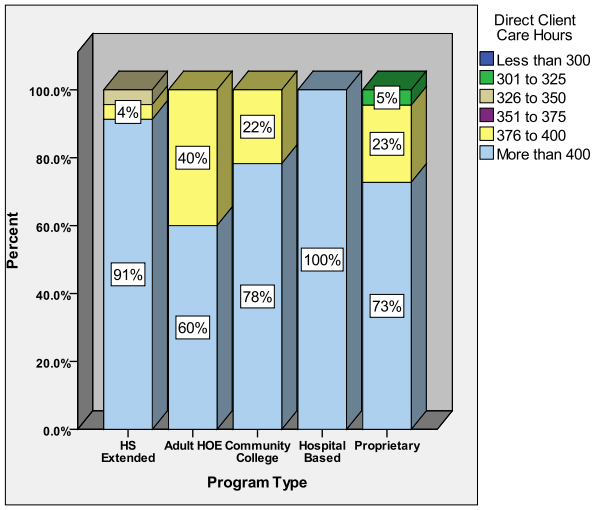
Clinical Experience Hours

The number of clinical experience hours that are required by specific program types varies considerably. High school extended and hospital-based programs tended to have longer requirements for clinical experience hours. A plurality of these programs required at least 500 hours. Meanwhile, proprietary and postsecondary adult HOE programs require fewer hours. As for community college programs, they were quite varied in the required number of clinical experience hours.



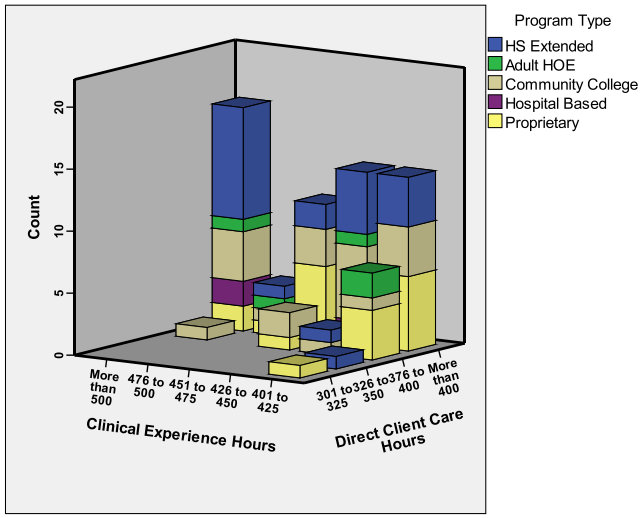
Direct Client Care Hours

Whereas clinical experience hours varied considerably across program types, direct client care hours were remarkably uniform across program types. A majority of all programs required at least 400 hours of direct client care from its students. In fact, almost all programs, regardless of type, demanded at least 350 direct client care hours.



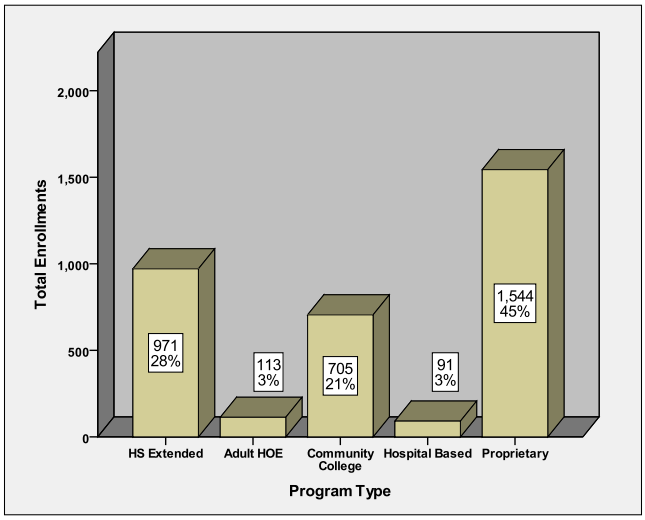
Clinical Experience by Program Type

A plurality of all PN programs required more than 500 clinical experience hours and more than 400 direct client care hours. In addition, most programs tended to be more demanding in the number of hours that they required in at least one of these two areas. Only two programs had low requirements for both clinical experience and client care hours.



Enrollment

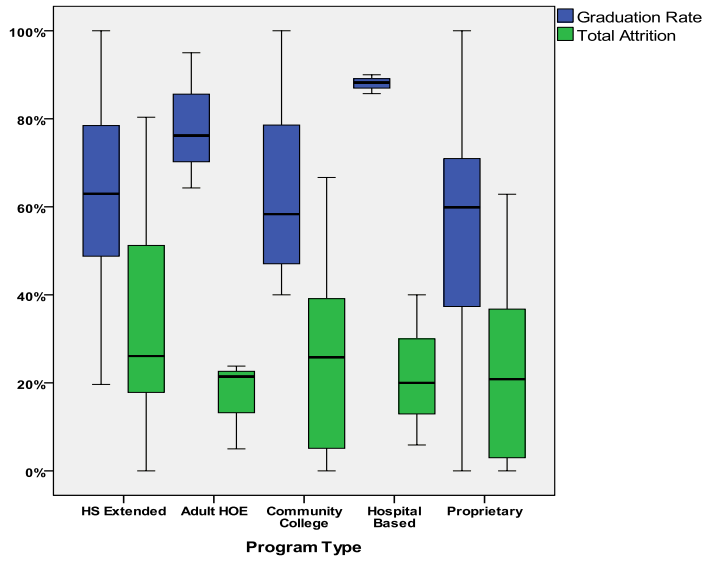
In 2011, a total of 3,424 students were enrolled in PN programs, which represented a 16 percent year-over-year decline. Of this group, 890 were Certified Nurse Aides (CNAs) and 276 were male. A plurality of all students were enrolled in proprietary programs, while most of the remaining students enrolled in either a high school extended or a community college program. Only 6 percent of all students were enrolled in either a postsecondary adult HOE or a hospital-based program.



Attrition

Although more than 3,500 students were scheduled to graduate from PN programs during the 2010-2011 academic year, only 50 percent ultimately graduated on time. This average graduation rate was suppressed by proprietary programs, which graduated 44 percent of their students. All other types of programs managed an on-time graduation rate of more than 50 percent.

Statistic	Program Type					
	HS Ext.	Adult HOE	Comm College	Hosp Based	Pro-prietary	Total
# of students scheduled to graduate in 2009-2010 academic year	588	69	635	72	2138	**3502**
Those scheduled who graduated on time	323	53	383	63	943	**1765**
Overall on-time graduation rate	**55%**	**77%**	**60%**	**88%**	**44%**	**50%**
Students scheduled to graduate who left permanently	237	12	175	16	657	**1097**
Overall attrition rate	**40%**	**17%**	**28%**	**22%**	**31%**	**31%**

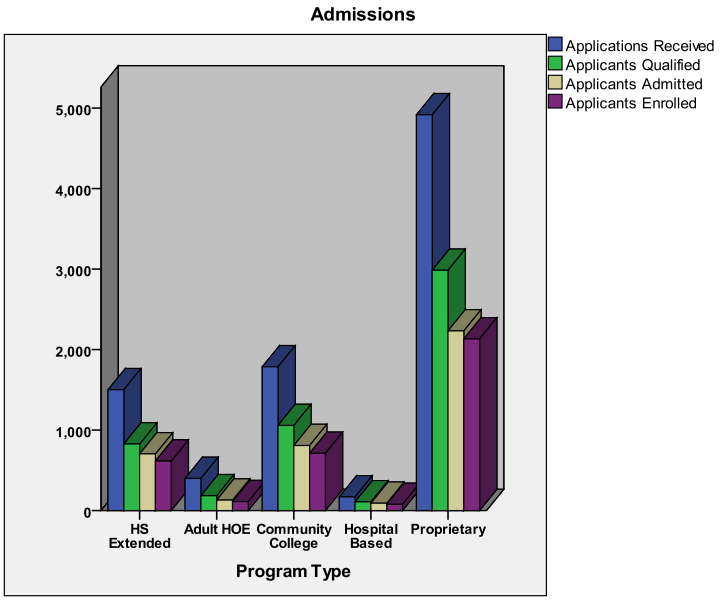


The overall attrition rate, the proportion of students who left without a degree, for the 2010-2011 academic year was 31 percent, which was 5 percent less than during the last academic year. Much of this decrease was due to proprietary programs, whose attrition rates dropped by 12 percent from the previous year. Alternatively, community colleges saw attrition rates rise by nine percent during the year.

Admissions

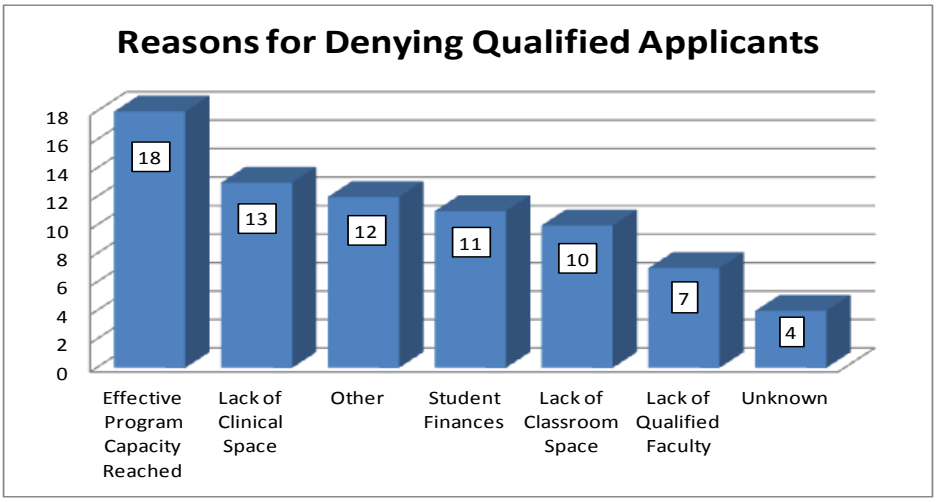
In total, PN programs received 8,773 applications for enrollment. However, it should be noted that students can apply to multiple programs, and they can also receive multiple offers of admission. Therefore, the total number of students who applied to these programs and were ultimately accepted is less than these reported numbers.

PN programs deemed 59 percent of applications as qualified for further review, but just 77 percent of qualified applications ultimately resulted in admission to the program, which represented a four percent year-over-year decline. Meanwhile, fully 92 percent of admitted applicants accepted enrollment. Overall, 42 percent of all applications resulted in a student who enrolled in a PN program.



Program Type	Applications Received	Applicants Qualified	% Qualified	Applicants Admitted	% of Qualified Admitted	Applicants Enrolled	% of Admitted Enrolled	% of Applicants Enrolled
HS Extended	1501	865	58%	742	86%	644	87%	43%
Adult HOE	399	184	46%	130	71%	111	85%	28%
Community College	1786	1057	59%	808	76%	711	88%	40%
Hospital Based	170	108	64%	91	84%	77	85%	45%
Proprietary	4917	2985	61%	2232	75%	2133	96%	43%
Total	**8773**	**5199**	**59%**	**4003**	**77%**	**3676**	**92%**	**42%**

Just like in the previous year, PN programs cited limits to their effective program capacity and the lack of clinical space as the two most important factors in denying admission to qualified candidates. In addition, student finances have also become an important factor in keeping qualified applicants from getting admitted: The number of programs that cited student finances as a contributing factor nearly doubled this year to 11.



Admission Points/GPA

The majority of programs had just one admission point, including all high school extended and hospital-based programs. However, proprietary programs ran counter to this trend. Nearly half of these programs had four or more admission points. However, it appears that even proprietary programs may be moving away from this standard; 15 proprietary programs had four or more admission points during the 2009-2010 academic year, but only 10 proprietary programs had four or more admission points during the 2010-2011 academic year.

There are some significant differences in the average value of students' GPAs across program type. Community college and high school extended programs tended to admit students with higher GPAs, while students at postsecondary adult HOE and proprietary programs had lower average GPAs.

Program Type	Admission Points				GPA (mean)			
	1	2	3	4 or more	Min	Missing	Ave	Missing
HS Extended	23	0	0	0	2.34	3	2.8	3
Adult HOE	4	0	1	0	2.5	4	2.45	4
Community College	18	3	1	0	2.34	3	3.00	2
Hospital Based	3	0	0	0	2.00	1	2.61	1
Proprietary	3	2	7	10	2.31	14	2.48	13
Total	**51**	**5**	**9**	**10**	**2.32**	**25***	**2.81**	**23**

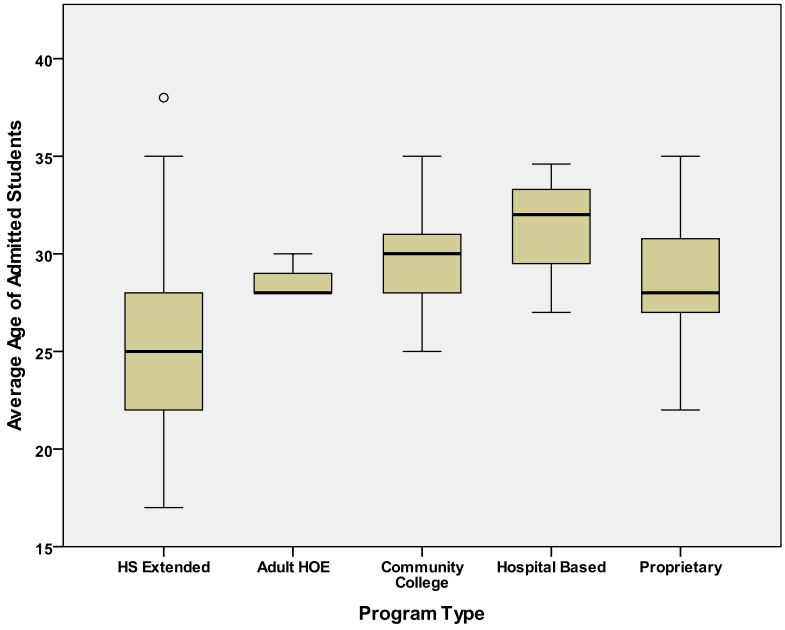
*including online programs

Average Age of Admitted Students

The average age of admitted students across all program types was 28.09. High school extended programs had the youngest admitted class with an average age of 25.37 years, while hospital-based programs had the oldest admitted class with an average age of 31.20.

Program Type	Average Age of Admitted Students	Missing
HS Extended	25.37	1
Adult HOE	28.67	2
Community College	29.70	3
Hospital Based	31.20	0
Proprietary	28.95	3
Total	28.09	9*

*including online programs

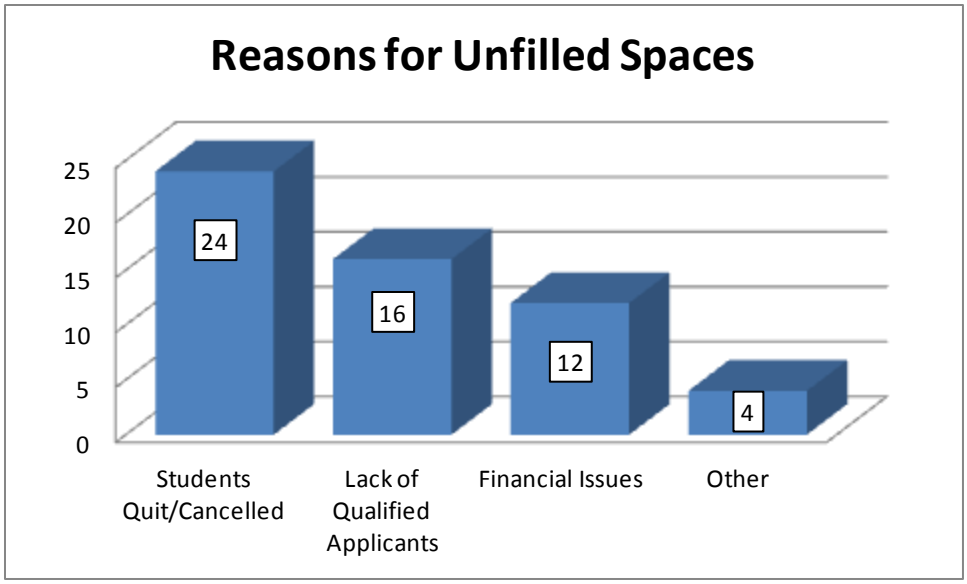


Unfilled Spaces

Nearly 63 percent of all PN programs reported having unfilled space during the year.[1] In total, the number of unfilled spaces across all programs was 870, which represented an increase of 51 percent from the previous year.

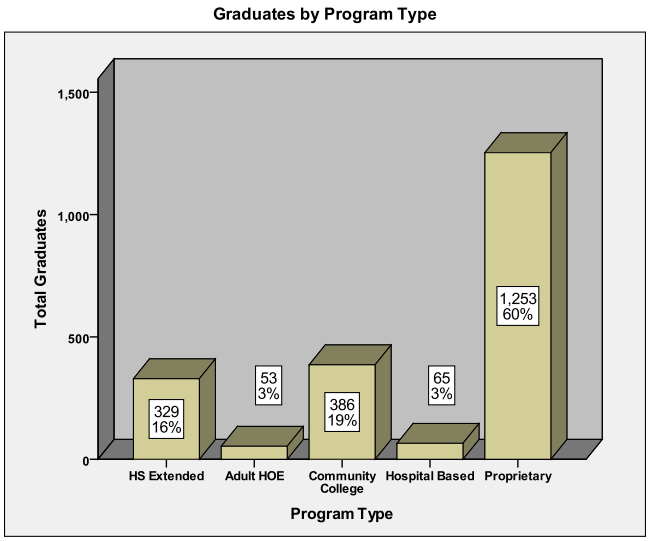
PN programs cited many reasons for unfilled spaces, but the lack of qualified applicants was the most often listed factor that created excess capacity in the system. In addition, student finances and students leaving the program were also significant problems that contributed to number of unfilled spaced in PN programs.[2]

Program Type	# of Programs with Unfilled Spaces		# of Unfilled Spaces	
	No	Yes	Number	% of 1st Year Enrollment
HS Extended	12	11	60	9%
Adult HOE	2	3	21	19%
Community College	6	17	116	16%
Hospital Based	2	1	3	4%
Proprietary	6	15	670	31%
Total	28	47	870	24%



Graduates

For the 2010-2011 academic year 2,086 students graduated from PN programs, a slight increase from the prior year. The majority of students graduated from proprietary programs. Among the group of 76 programs, six did not report any graduates for the 2010-2011 academic year. The smallest graduating class comprised only three students, while the largest graduating class comprised 207 students. There were 551 Certified Nurse Aides (CNAs) and 177 males among the graduates.

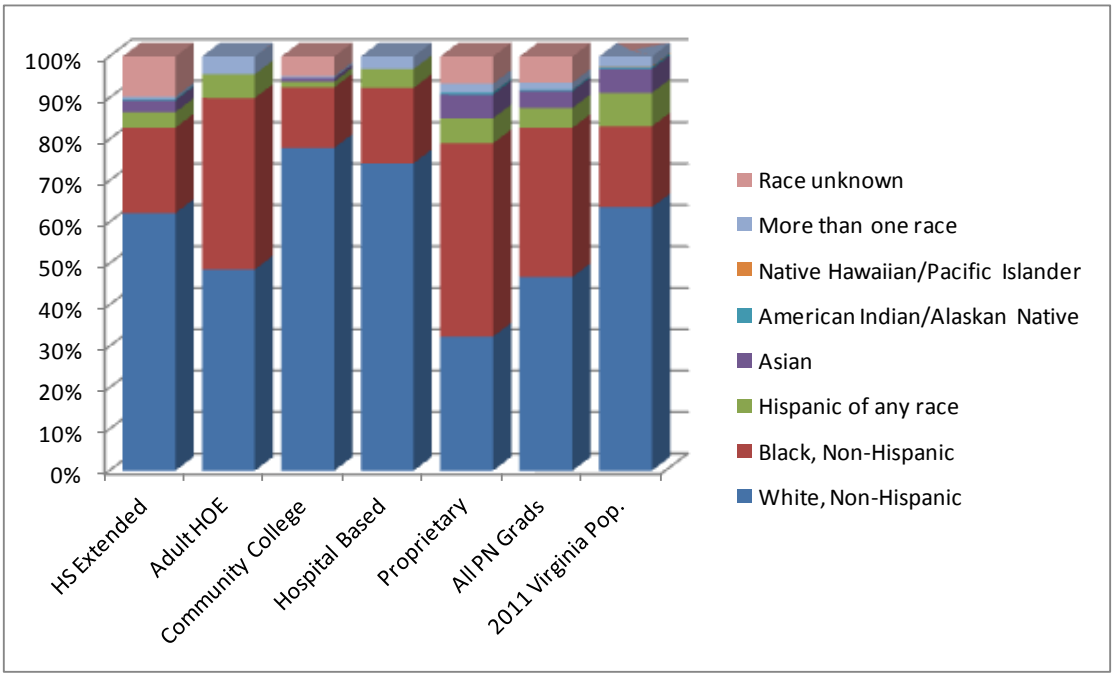


[1] One program was excluded from this sample because of an inconsistent response to the questionnaire.

[2] It should be noted that there were no stock responses to this question; programs were free to add whatever details they wished in the questionnaire. In addition, many programs cited multiple reasons for unfilled spaces. Although most responses were relatively clear, some answers did require some interpretation. Researchers who want access to the complete responses of the PN programs can find them in the raw data set.

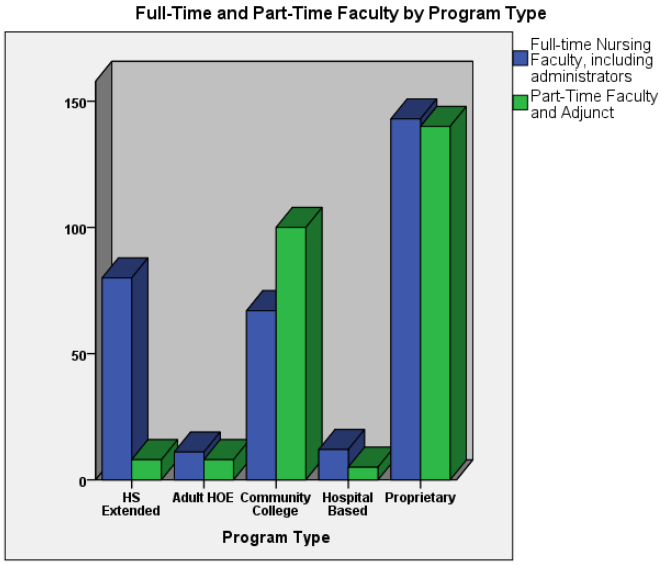
Race/Ethnicity

Graduates of Virginia's PN programs continued to be more diverse than the general population.[3] The largest racial/ethnic group continued to be non-Hispanic whites, but their proportion of the graduating class, which was approximately 47 percent, was no longer an absolute majority of all students. Meanwhile, non-Hispanic blacks continued to be overrepresented with respect to the general population, accounting for nearly 36 percent of all graduating students. However, the third-largest racial/ethnic group in Virginia, Hispanics, continued to be underrepresented in the graduating class, accounting for less than five percent of all graduating students.



Faculty

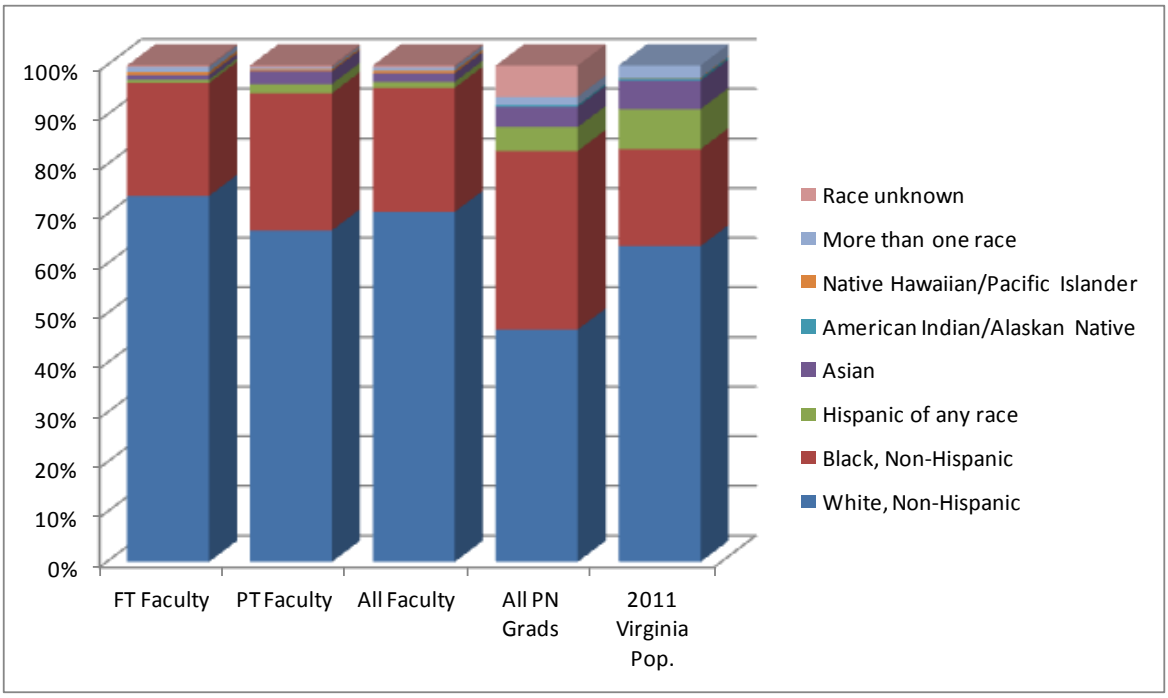
Approximately 55 percent of nursing faculty at PN programs were full-time workers. However, all program types, with the exception of community colleges, employed more full-time faculty than part-time faculty. High school extended programs continued to employ full-time faculty almost exclusively; in addition, proprietary programs changed the mixture of their workforce over the past year in favor of more full-time faculty positions.



[3] All demographic data for the Commonwealth of Virginia was obtained from the U.S. Census Bureau. http://quickfacts.census.gov/qfd/states/51000.html

Faculty Diversity

The faculty at PN programs were somewhat less diverse than the student population whom they taught. Both non-Hispanic whites and non-Hispanic blacks were overrepresented among faculty members. Together, they represented more than 95 percent of all faculty. Hispanics continued to remain underrepresented in this group. However, there were changes within racial/ethnic groups over the course of the year. Non-Hispanic whites saw their relative proportion of the total faculty increase by five percent over the past year. Meanwhile, non-Hispanic blacks saw their percentage fall by six percent.



Faculty Age & Gender

Full-time faculty tended to be older than part-time faculty: 39 percent of all full-time faculty were over the age of 55, while just 22 percent of part-time faculty were above that age. However, part-time faculty tended to be somewhat younger than their full-time counterparts; 11 percent of part-time faculty was under the age of 35, while only six percent of full-time faculty was under that age.

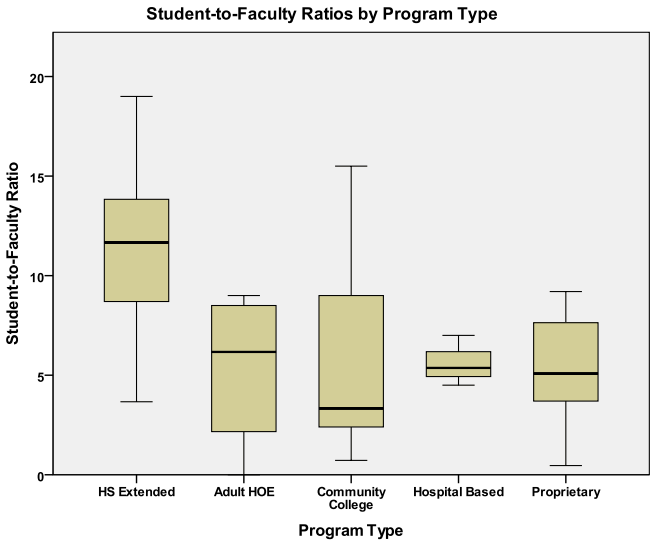
Females were vastly overrepresented among faculty members. Their relative proportion increased from the previous academic year by three percent. Males continued to represent a very small fraction of all faculty, accounting for only seven percent of the total.

Statistic	Full-time		Part-time		Total	
	Count	%	Count	%	Count	%
Age						
<25	3	1%	1	0%	4	1%
26-34	19	6%	30	11%	49	9%
35-44	64	21%	85	32%	149	26%
45 to 54	100	32%	88	33%	188	33%
55 to 64	103	33%	46	17%	149	26%
65 to 74	18	6%	13	5%	31	5%
75 +	1	0%	1	0%	2	0%
Valid Total	308	100%	264	100%	572	100%
Unknown	1		3		4	
Total	309		267		576	
Gender						
Female	290	94%	243	92%	533	93%
Male	18	6%	21	8%	39	7%
Total	308	100%	264	100%	572	100%

Workforce Adequacy

PN programs were actively seeking to fill 15 full-time faculty positions and 15 part-time faculty positions. In addition, six programs claimed that their current full-time staff was not adequate for their needs, and four programs noted that their current part-time staffing was also inadequate. Budget problems were almost universally cited as the main reason for the inability to meet staffing needs.

Program Type	Average Student to Faculty Ratio		
	Full-time Faculty	Part-time Faculty	All Faculty
HS Extended	12.38	39.14	11.38
Adult HOE	14.08	9.33	5.33
Community College	13.12	9.62	5.07
Hospital Based	7.14	16.38	5.62
Proprietary	10.58	14.95	5.23
Total	11.95	15.90	7.15



The average student-to-faculty ratio for all PN programs was 7.15. This represented a decline of nearly one student per teacher when compared to the prior year. Once again, high school extended programs had the highest student-to-faculty ratio among all program types. All other program types had, on average, a ratio of between five and six students per teacher.

Turnover

The 2010-2011 academic year turnover rate was 22 percent. Although this represented a significant increase from the 14 percent turnover rate in the previous year, it was still below national averages. In 2011, the total separation rate for the educational services industry was 25.5 percent, while the health care and social services industry exhibited a 27 percent separation rate.[4] As for future turnover, nearly 92 percent of PN programs expected faculty turnover to be either lower or the same during the 2011-2012 academic year.

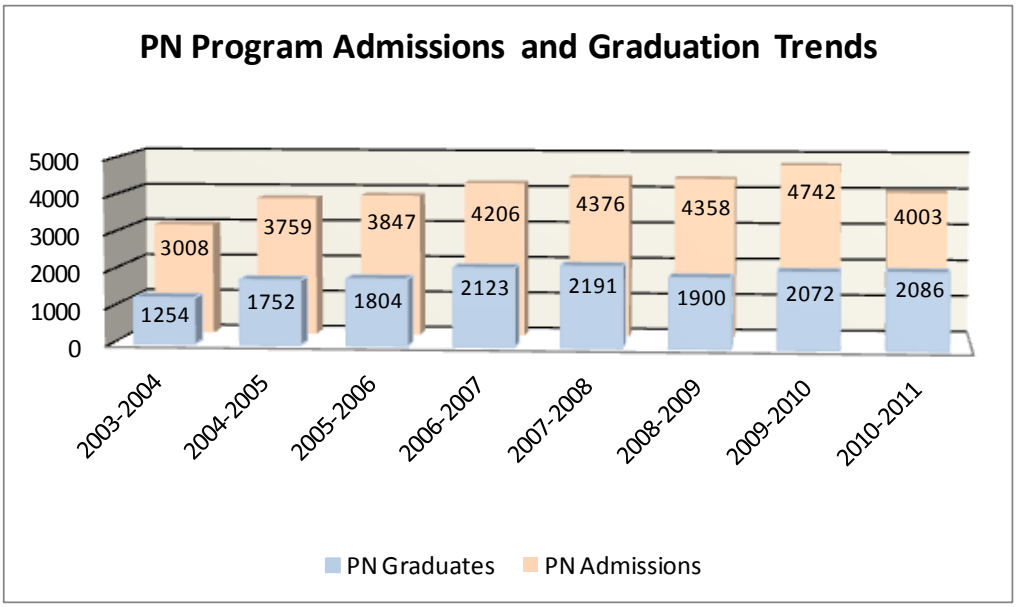
Full-time Faculty	Program Type					
	HS Extended	Adult HOE	Community College	Hospital Based	Proprietary	**Total**
Total	80	11	68	12	143	**314**
Newly Appointed	7	1	14	4	38	**64**
Resignations	11	2	3	4	50	**70**
Turnover Rate	14%	18%	4%	33%	35%	**22%**
Proportion Newly Appointed	9%	9%	21%	33%	27%	**20%**

[4] Total separation rates were obtained from the Job Openings and Labor Turnover Survey from the Bureau of Labor Statistics. http://www.bls.gov/news.release/archives/jolts_03132012.pdf.

Long-Term Trends

The total number of admissions for the 2010-2011 academic year fell by more than 15 percent over the previous year. This was only the second time in eight years that the total number of admissions saw a year-over-year decrease. Yet, admissions have still increased at a compound annual rate of 4.2 percent since the 2003-2004 academic year.

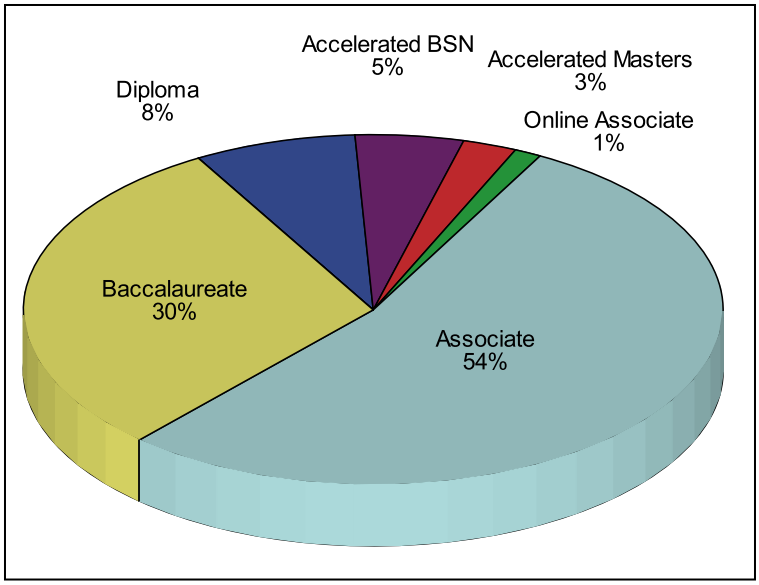
Unlike admissions, total graduations remained stable with respect to the previous year, but they still have not completely recovered to the levels that existed during the 2007-2008 academic year. Over the past eight years, graduation rates have increased at a compound annual rate of 7.5 percent.



Registered Nurse Education Programs

Structure and Duration

Registered Nurse (RN) programs offer four types of degrees: diploma, associate, baccalaureate and masters. The majority of these programs conferred an associate degree to their students, while most of the remainder conferred baccalaureate degrees. The remaining ten percent were diploma and masters programs. These numbers were essentially unchanged from the 2009-2010 academic year.



RN programs continued to display a wide range of values with respect to their duration until graduation. Program lengths were also relatively unchanged from the 2009-2010 academic year. Baccalaureate programs continued to have the longest average duration at 31 months, while accelerated baccalaureate programs had the shortest average length at 17 months. Over all program types, the average length was 24 months, and half of all programs finished in 22 months or less.

Programs		Program length, months					
Program Type	Count	Mean	Min	25 %ile	75 %ile	Max	Missing
Diploma	6	25	20	21	31	33	0
Online Associate	1	26	26	26	26	26	0
Associate	43	21	15	19	24	27	0
Accelerated BSN	4	17	15	15	18	18	0
BSN	22	31	16	24	36	36	2
Accelerated Masters	2	22	20	20	24	24	0
Total	78	24	15	20	26	36	2

RN Program Clinical Hours

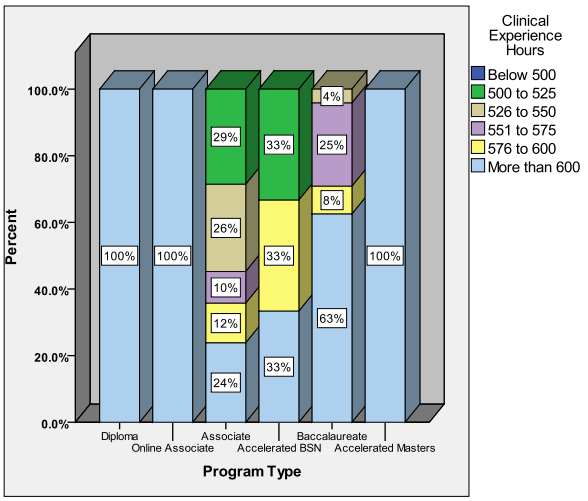
Nearly half of all RN programs required at least 600 clinical experience hours, and more than four-fifths required at least 500 direct client care hours. Meanwhile, a slight majority of all programs provided less than 25 hours of clinical simulation hours. These numbers were relatively unchanged from the previous year.

Clinical Hours		Program Type							
Type	Amount	Diploma	Online Associate	Associate	Accel BSN	BSN	Accel Masters	Total	% of Total
Clinical Experience Hours	500 to 525	0	0	12	1	0	0	**13**	**17%**
	526 to 550	0	0	11	0	1	0	**12**	**15%**
	551 to 575	0	0	4	0	6	0	**10**	**13%**
	576 to 600	0	0	5	1	2	0	**8**	**10%**
	More than 600	6	1	10	1	15	2	**35**	**45%**
	Total	**6**	**1**	**42**	**3**	**24**	**2**	**78**	**100%**
Direct Client Care Hours	451 to 475	0	0	1	0	1	0	**2**	**3%**
	476 to 500	1	0	8	1	2	0	**12**	**15%**
	More than 500	5	1	33	2	21	2	**64**	**82%**
	Total	**6**	**1**	**42**	**3**	**24**	**2**	**78**	**100%**
Clinical Simulation Hours	0 to 25	3	0	28	1	10	1	**43**	**55%**
	26 to 50	0	0	4	1	8	1	**14**	**18%**
	51 to 75	2	0	5	1	3	0	**11**	**14%**
	76 to 100	0	1	3	0	0	0	**4**	**5%**
	101 to 125	0	0	1	0	1	0	**2**	**3%**
	126 to 150	0	0	1	0	1	0	**2**	**3%**
	More than 200	1	0	0	0	1	0	**2**	**3%**
	Total	**6**	**1**	**42**	**3**	**24**	**2**	**78**	**100%**

Note: Response **c**ategories with a zero result for all program types are not included in this table.

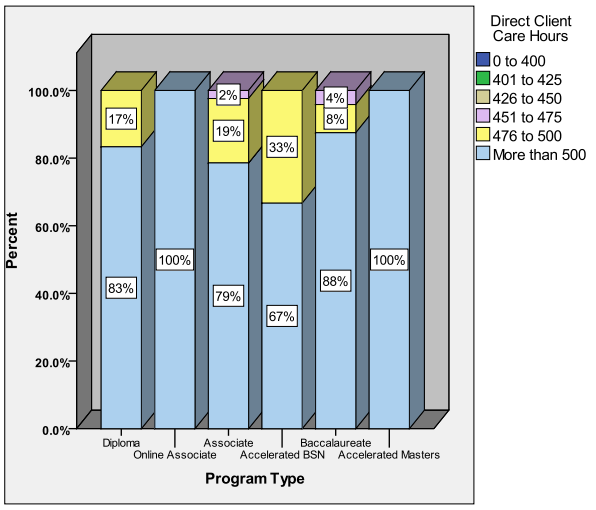
Clinical Experience Hours

All diploma, online associate and accelerated masters programs required more than 600 clinical experience hours, but it was difficult to draw significant conclusions about these programs because of their small sample size. A majority of baccalaureate programs also required more than 600 clinical experience hours, but both associate and accelerated baccalaureate programs exhibited a far greater range of required clinical experience hours.



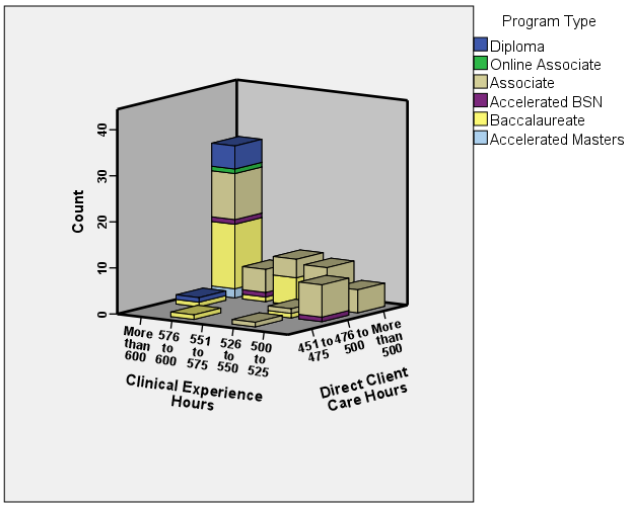
Direct Client Care Hours

Regardless of program type, a majority of programs required more than 500 direct client care hours. All online associate and accelerated masters programs required more than 500 direct client care hours, while only two-thirds of accelerated baccalaureate programs required that many hours – the lowest proportion among all six program types.



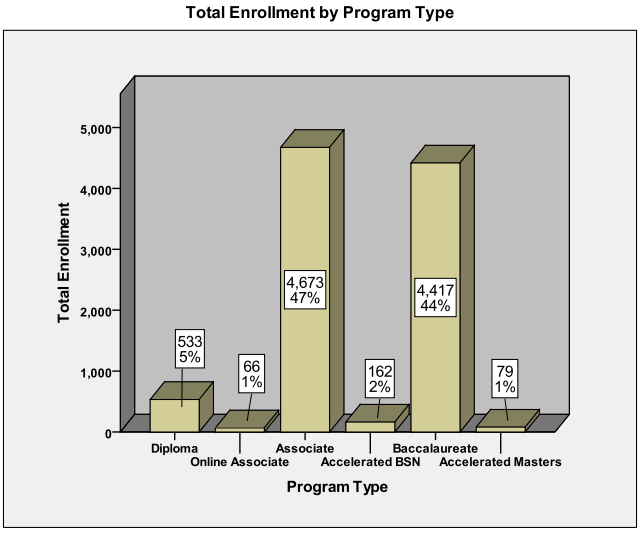
Clinical Experience by Program Type

A large number of programs required more than 600 clinical experience hours and more than 500 direct client care hours. In addition, programs that required less than 600 clinical experience hours still usually required at least 500 direct client care hours. However, those programs that required less than 500 direct client care hours also tended to require fewer than 600 clinical care hours overall.



Enrollment

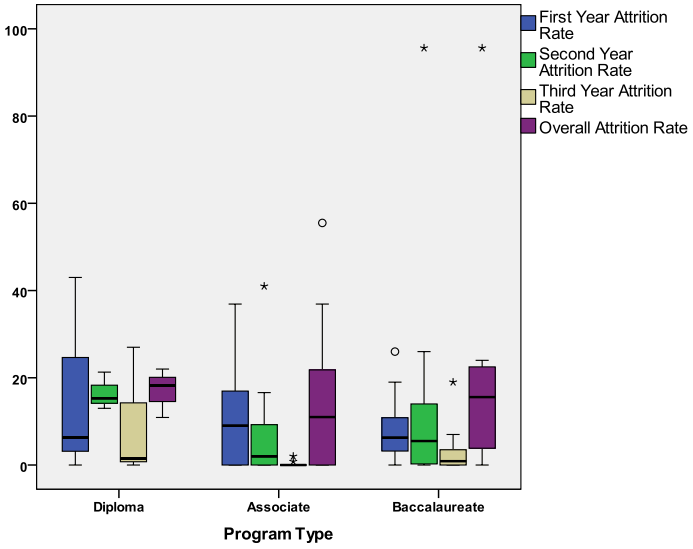
A total of 9,930 students were enrolled in RN programs during the 2010-2011 academic year. The vast majority of these students, over 90 percent, were enrolled in either an associate or baccalaureate program. Licensed Practical Nurses (LPNs) composed 899 of these enrolled students, while 912 of the enrolled students were male.



Attrition

The overall attrition rate for all RN programs was 18 percent, which represented a two percentage point increase from the previous year. Attrition was highest in the first year of a program and gradually decreased as students made their way through the program; by the third year, the overall attrition rate across all programs fell to just two percent.

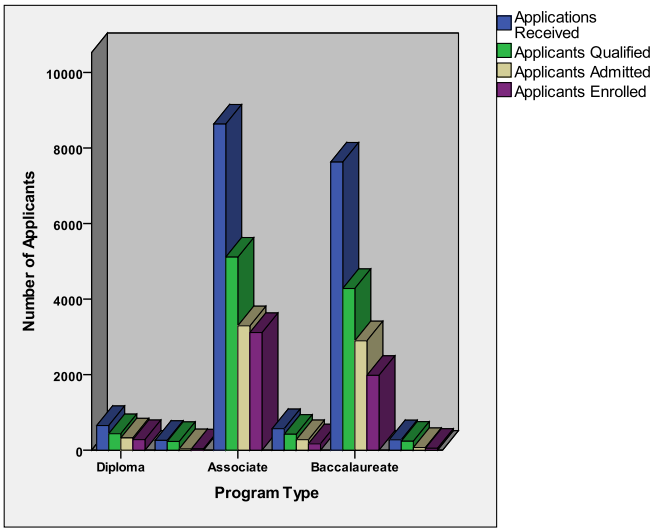
Attrition rates did exhibit some variability across program types. Accelerated masters, online associate and accelerated baccalaureate programs had single-digit attrition rates, but the other three programs, which accounted for most of the RN programs in existence, had rates of attrition that were above ten percent. Associate programs had the highest attrition rate at 22 percent.



Type	Year	Avg	Min	Max	Missing
Diploma	1st Year Attrition	12	0	43	0
	2nd Year Attrition	12	4	21	0
	3rd Year Attrition	10	0	27	3
	Overall Attrition	**13**	**4**	**22**	**0**
Online Associate	1st Year Attrition	.	.	.	1
	2nd Year Attrition	6	6	6	0
	3rd Year Attrition	.	.	.	1
	Overall Attrition	**6**	**6**	**6**	**0**
Associate	1st Year Attrition	19	0	71	0
	2nd Year Attrition	15	0	89	3
	3rd Year Attrition	0	0	2	31
	Overall Attrition	**22**	**0**	**79**	**3**
Accelerated BSN	1st Year Attrition	2	0	6	0
	2nd Year Attrition	6	0	21	0
	3rd Year Attrition	0	0	0	2
	Overall Attrition	**7**	**0**	**21**	**0**
Baccalaureate	1st Year Attrition	9	0	34	0
	2nd Year Attrition	11	0	96	2
	Third Year Attrition	3	0	19	8
	Overall Attrition	**16**	**0**	**96**	**1**
Accelerated Masters	1st Year Attrition	3	0	5	0
	2nd Year Attrition	2	0	4	0
	3rd Year Attrition	0	0	0	1
	Overall Attrition	**5**	**1**	**9**	**0**
Total	**1st Year Attrition**	**14**	**0**	**71**	**1**
	2nd Year Attrition	**13**	**0**	**96**	**5**
	3rd Year Attrition	**2**	**0**	**27**	**46**
	Overall Attrition	**18**	**0**	**96**	**4**

Admissions

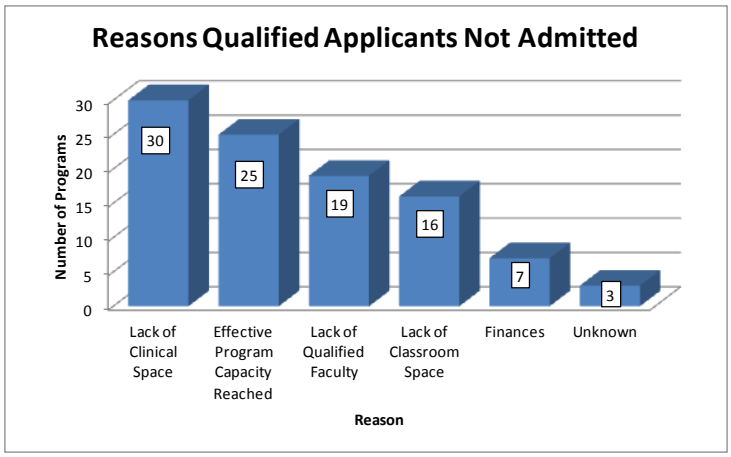
For the 2010-2011 academic year, a total of 18,015 applications were received, which represented a nine percent year-over-year decline. The total number of applicants was likely less than this number because potential students may submit applications to multiple programs. Of all applications received, 59 percent were ultimately deemed qualified for further review, but only 64 percent of those applications resulted in an offer of admission. Of all admitted applications, 82 percent resulted in an enrollment by the applicant. Overall, 31 percent of all applications resulted in an enrollment at a RN program. All of these percentages were essentially unchanged from last year.



Across all program types except for baccalaureate programs, the percentage of qualified applications was at or above the overall average. However, the two program types that received the highest percentage of qualified applications, the online associate and accelerated masters programs, admitted a low percentage of those applicants. Associate programs remained the most popular program type with 8,633 total applications, and they were able to enroll 95 percent of all applicants who received an offer of admission – the highest number across all program types. Alternatively, less than 70 percent of baccalaureate programs were able to enroll students who received an offer of admission. Meanwhile, diploma programs had the best success in converting applications into eventual enrollments; at 43 percent, they had the highest conversion rate of any program type.

Type	Applications Received	Applicants Qualified	% Qualified	Applicants Admitted	% of Qualified Admitted	Applicants Enrolled	% of Admitted Enrolled	% of Applicants Enrolled
Diploma	652	436	67%	324	74%	279	86%	43%
Online Associate	259	230	89%	38	17%	33	87%	13%
Associate	8633	5111	59%	3293	64%	3114	95%	36%
Accelerated BSN	569	421	74%	278	66%	168	60%	30%
BSN	7627	4280	56%	2896	68%	1980	68%	26%
Accelerated Masters	275	236	86%	69	29%	49	71%	18%
Total	18015	10714	59%	6898	64%	5623	82%	31%

Most programs that were unable to admit all qualified students cited multiple reasons, but the most common factor was the lack of clinical space. This was a change from last year, when the main factor was reaching effective program capacity, but this was still a significant factor during the 2010-2011 academic year. The lack of qualified faculty and classroom space were also cited as typical reasons for denying qualified applicants an offer of admission.



Admission Points/GPA

A majority of programs had only one or two admission points during the academic year, but 16 programs – mostly Associate programs – did have three or more admission points.

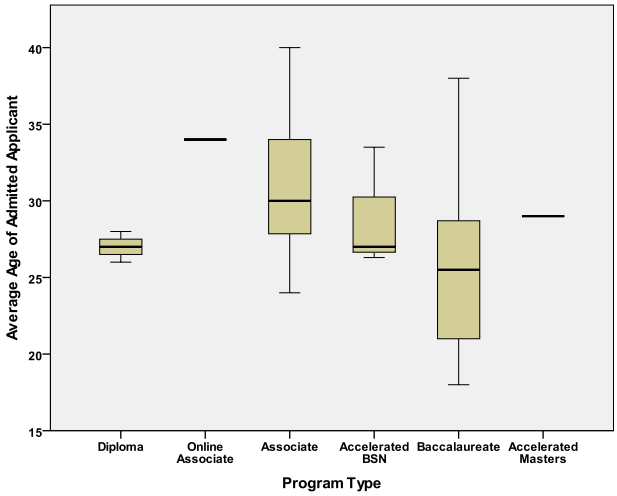
The minimum GPA across all programs was 2.44, while the average GPA of enrolling students was 3.23; however, these overall numbers masked some variations across program type. Diploma programs had the lowest minimum and average GPA. It was the only program type to have a minimum GPA of less than 2.00 and an average GPA of less than 3.00. Accelerated Masters programs had the highest minimum GPA requirement, and they were also among the highest with respect to the average GPA of its enrolled students. Of all program types, however, online associate programs had the highest average GPA of enrolled students.

Program Type	Admission Points				GPA (mean)	
	1	2	3	4 or more	Min	Ave
Diploma	2	3	1	0	1.90	2.99
Online Associate	0	1	0	0	2.50	3.60
Associate	20	10	8	4	2.36	3.24
Accelerated BSN	3	1	0	0	2.70	3.19
BSN	10	9	1	2	2.63	3.21
Accelerated Masters	2	0	0	0	3.00	3.56
Total	37	24	10	6	2.44	3.23

Average Age of Admitted Students

The average age of admitted students tended to vary significantly among program types. Diploma programs had the youngest average class at 27, while online associate programs had the oldest average class at 34. The youngest admitted class had an average age of 18, while the oldest admitted class had an average of 40. Overall, the numbers remained essentially unchanged from the previous academic year.

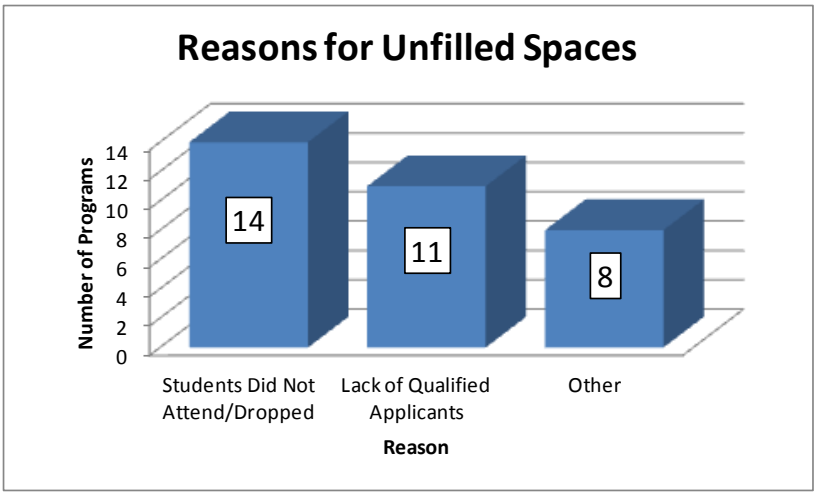
Program Type	Average age of admitted students
Diploma	27
Online Associate	34
Associate	31
Accelerated BSN	28
Baccalaureate	26
Accelerated Masters	29
All Programs	29



Unfilled Spaces

A majority of RN programs reported that they had no unfilled spaces during the 2010-2011 academic year. However, there were a total of 342 unfilled spots among the 30 programs that did report having unfilled spaces, a 23 percent increase from the 2009-2010 academic year.

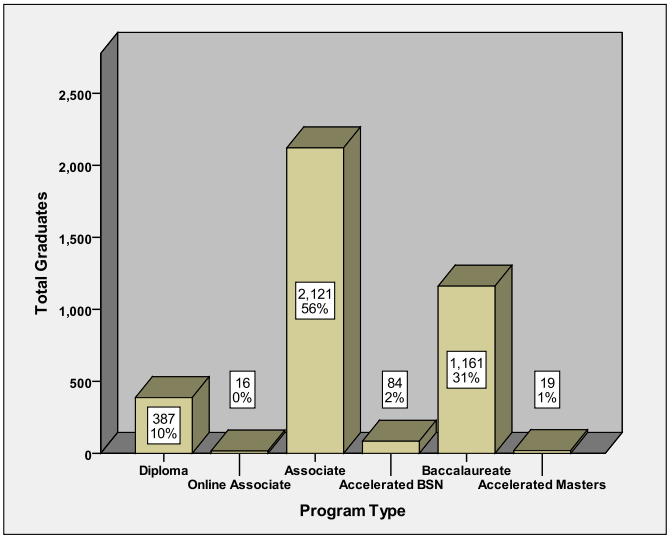
Program Type	# of Programs with Unfilled Spaces			# of Unfilled Spaces	
	No	Yes	Missing	Number	% of 1st Year Enrollment
Diploma	4	1	1	2	1%
Online Associate	0	1	0	7	21%
Associate	24	17	2	159	5%
Accel. BSN	2	2	0	1	1%
BSN	15	9	0	173	9%
Accel. Masters	2	0	0	0	0%
All Programs	47	30	3	342	6%



The biggest problem that created unfilled spaces was admitted students who either did not enroll, did not show up to class or left after classes began. A lack of qualified applicants was another significant factor in explaining the number of unfilled spaces in RN programs. The last category (other) included a variety of reasons, including the logistics of opening a new program and student finances.

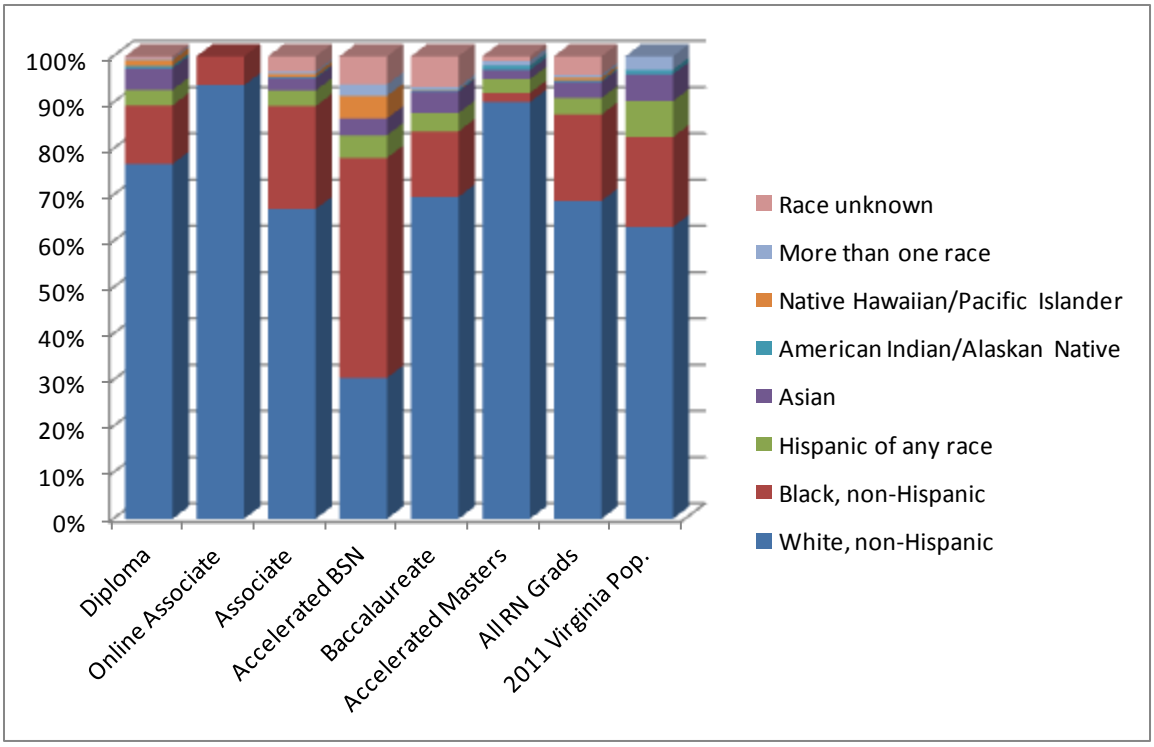
Graduates

A total of 3,788 students graduated from RN programs during the 2010-2011 academic year. Fourteen programs did not have any graduates during the reporting period, and two programs failed to report any graduation numbers. The largest graduation class comprised 185 students, while the smallest class comprised just seven students. Of the graduates, 554 were Licensed Professional Nurses (LPNs), and 313 were males.



Race/Ethnicity

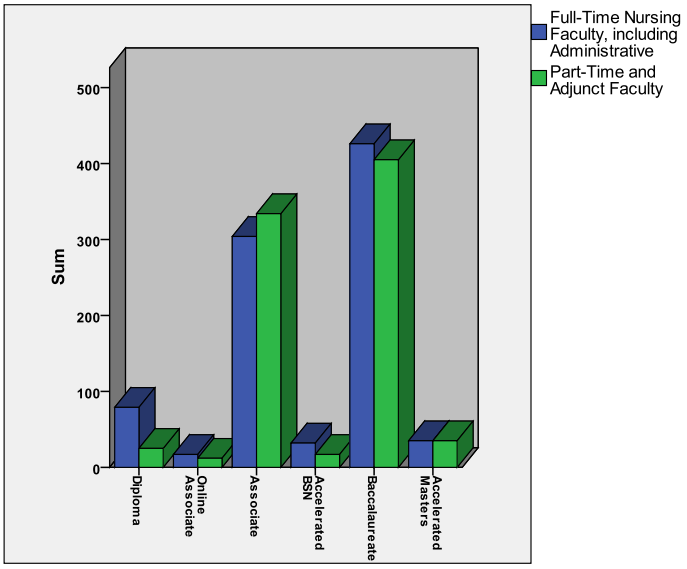
Most RN programs tended to exhibit less diversity than the general population of the state of Virginia.[5] Across all program types, non-Hispanic whites and blacks were overrepresented in RN programs, but all other races/ethnicities were underrepresented with respect to the general population. Non-Hispanic whites made up the majority of all RN programs except for accelerated baccalaureate programs, in which non-Hispanic blacks made a plurality of the student population.



[5] All demographic data for the Commonwealth of Virginia was obtained from the U.S. Census Bureau. http://quickfacts.census.gov/qfd/states/51000.html

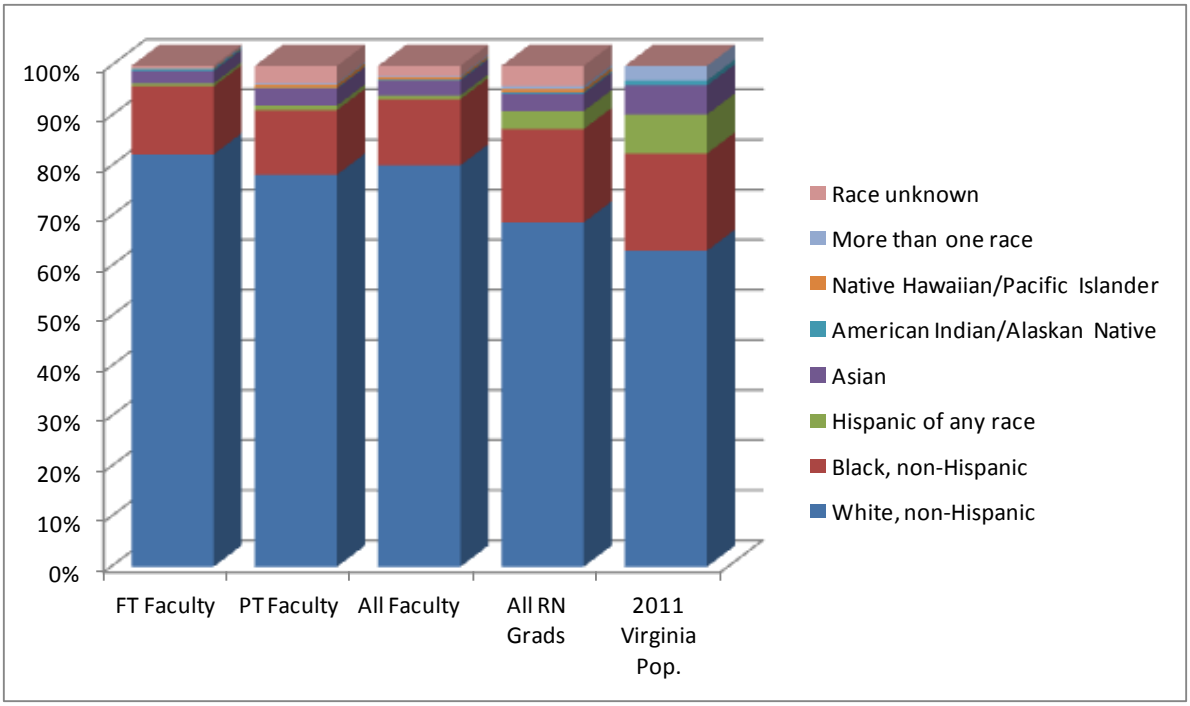
Faculty

Four of the six program types employed more full-time than part-time faculty during the academic year; only associate programs employed more part-time faculty. This is a marked change from the previous year, when three program types employed more part-time faculty. Twelve schools in the sample did not provide information on faculty.



Faculty Diversity

RN programs continued to be less racially and ethnically diverse than both graduating students and the general population. Non-Hispanic whites are overrepresented in both full-time and part-time employment, while Hispanics were significantly underrepresented among faculty. Non-Hispanic blacks were somewhat underrepresented among faculty with respect to the general population, but they were represented in roughly proportionate numbers with respect to the population of graduating students.



Faculty Age & Gender

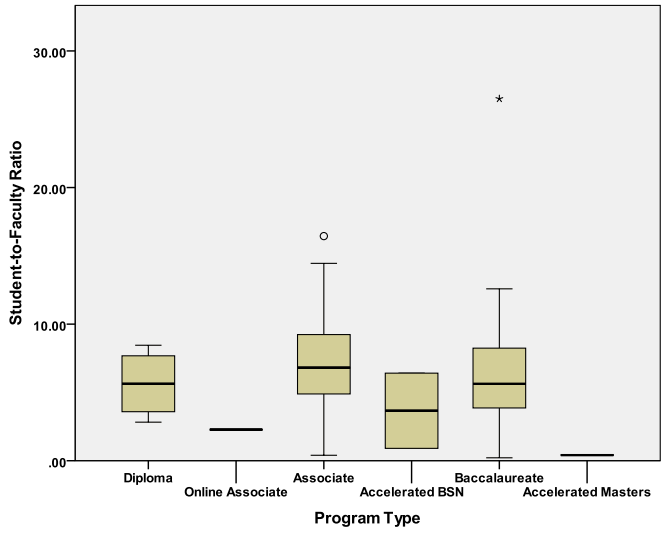
Most of the faculty in RN programs were between the ages of 35 and 64. Part-time faculty tended to be somewhat younger than full-time faculty. Part-time faculty under the age of 34 accounted for 12 percent of all part-time employment, but the same number for full-time faculty was only six percent. Alternatively, full-time faculty between the ages of 55 and 64 accounted for 39 percent of all full-time faculty, while only 23 percent of part-time faculty were in that age bracket.

Statistic	Full-time		Part-time		Total	
	Count	%	Count	%	Count	%
Age						
≤25	0	0%	4	1%	4	0%
26-34	50	6%	72	11%	122	7%
35-44	180	20%	155	25%	335	22%
45-54	261	30%	207	33%	468	31%
55-64	345	39%	147	23%	492	33%
65-74	43	5%	39	6%	82	5%
75+	1	0%	3	0%	4	0%
Valid Total	880	100%	627	100%	1507	100%
Unknown	0		117			
Total	880		744			
Gender		%		%		%
Female	833	94%	997	95%	1830	95%
Male	51	6%	53	5%	104	5%
Unknown	0	0%	0	0%	0	0%
Total	884	100%	1050	100%	1934	100%

Workplace Adequacy

RN programs reported 177 full-time vacancies, 74 in active recruit. In addition, RN programs reported 37 part-time vacancies, all in active recruit. All of these numbers represented significant increases from the 2009-2010 academic year. Twelve RN programs reported that their current full-time staffing needs were not sufficient, which was mainly due to budgetary issues. Three RN programs reported that their current part-time staffing needs were also inadequate, all of which were due to the inability to find qualified faculty.

Program Type	Average Student to Faculty Ratio		
	Full-time Faculty	Part-time Faculty	All Faculty
Diploma	7.81	29.43	5.64
Online Associate	3.88	5.50	2.28
Associate	15.21	14.90	6.95
Accel. BSN	4.96	14.74	3.66
BSN	12.78	14.38	6.80
Accelerated Masters	.83	.83	.41
Total	13.15	15.27	6.54



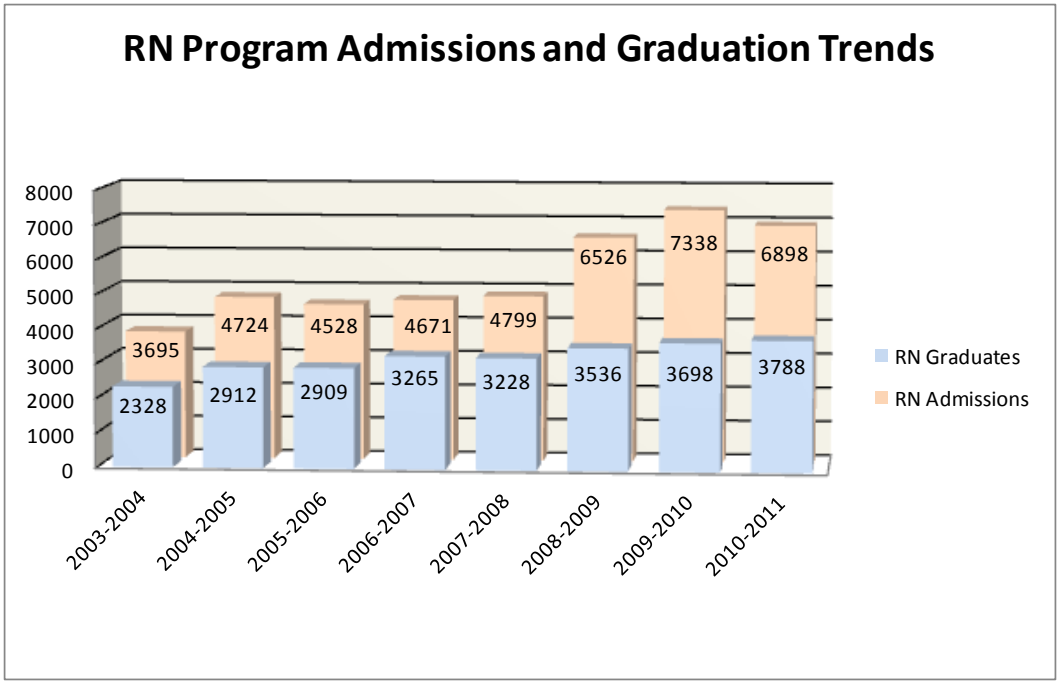
The average student-to-faculty ratio was 6.54, which represented a slight decrease from the previous year. There was a considerable degree of variation among program types with respect to full-time and part-time student-to-faculty ratios, but some numbers were distorted by a small sample size. However, average student-to-faculty ratios did demonstrate some consistency across program types – all program types had a ratio of less than seven students per teacher. Baccalaureate programs had the highest average student-to-faculty ratio at 6.8, while accelerated masters programs reported the lowest number at 0.41. Note that there were only two accelerated masters programs, one of which did not include information on student-to-faculty ratios.

Turnover

The annual turnover rate was nine percent, which represented a one percent decrease from the previous year. This number was well below national averages: In 2011, the total separation rate for the educational services industry was 25.5 percent, while the health care and social services industry exhibited a 27 percent separation rate.[6] Next year, 83 percent of RN programs expect turnover to be either the same or less than this year.

Full-time Faculty	Program Type						
	Diploma	Online	Associate	Accel BSN	BSN	Accel Master	Total
Total	79	17	304	32	426	35	**893**
Newly Appointed	10	5	44	7	37	9	**112**
Resignations	11	5	41	2	20	3	**82**
Turnover Rate	14%	29%	13%	6%	5%	9%	**9%**
Proportion newly appointed	13%	29%	14%	22%	9%	26%	**13%**

[6] Total separation rates were obtained from the Job Openings and Labor Turnover Survey from the Bureau of Labor Statistics. http://www.bls.gov/news.release/archives/jolts_03132012.pdf.

Long-Term Trends

The total number of applicants who were admitted into RN programs fell by six percent this year, breaking a recent growth trend in admissions that began during the 2008-2009 academic year. However, the number of RN program graduates increased by two percent during the same time period, which continued the modest growth trend in this figure over the past four years. Since the 2003-2004 academic year, RN admissions have grown by a compound annual rate of 9.33 percent, while RN graduates have grown by a compound annual rate of 7.20 percent.