

# ARIZONA STATE BOARD OF NURSING

**Janice K. Brewer**  
Governor

**Joey Ridenour**  
Executive Director



## SUMMARY AND ANALYSIS OF ANNUAL REPORTS FROM ARIZONA NURSING EDUCATION PROGRAMS Calendar Year 2013

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EDUCATION PROGRAMS  
CALENDAR YEAR 2013

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# INTRODUCTION

The Mission of the Arizona State Board of Nursing is to protect the public health, safety and welfare through the safe and competent practice of nurses and nursing assistants.

## Annual Report Data

Since 2001, the Arizona State Board of Nursing (Board) has requested that pre-licensure nursing program submit an annual report for the purpose of gathering admission and graduation data. Commencing in 2003, programs supplied data regarding open student placements on the first day of class, faculty, post-licensure students, and number of applicants that met qualifications but were not admitted to the semester for which they applied. Attrition data has been provided since 2004. Starting in 2006, programs were asked to identify students who graduated on time, within 100%, 150% or took longer than 150% of the allotted time to complete the program. In 2008, programs were asked to identify the faculty to student ratio for didactic classes. In 2013, programs were asked to report on their faculty and student diversity. The annual reports cover a calendar year from January 1 to December 31. All 37 approved programs that had admissions or graduations in 2013 were provided surveys with all returning the survey (100% response rate). Surveys were not anonymous. The final part of each program’s report contains the program administrator’s attestation of compliance with Board education rules (A.A.C. Chapter 4, Title 19, Article 2). All data were entered into an Excel chart and graphic representations were made using PowerPoint and Microsoft Word. Please contact Pamela Randolph [prandolph@azbn.gov](mailto:prandolph@azbn.gov) for the original data.

<b>DEFINITION OF TERMS</b>	
<b>Total Enrollment</b>	The number of students enrolled in a pre-licensure nursing program.
<b>Total Admissions</b>	The number of students admitted to the first session of a nursing program, regardless of whether it was fall, spring, or summer.
<b>Students Offered Placement</b>	The number of students offered a placement in an admission cohort.
<b>Students Registered for the First Clinical Course</b>	The number of students that registered the first nursing clinical course—same as admissions for programs with a second admission process (after pre-requisites)—different for those with direct admissions to both the school and nursing program without pre-requisites to clinical courses.
<b>Students Registered Who Did Not Attend</b>	The number of students who registered for the first nursing clinical but never attended classes.
<b>Open Placements in the First Nursing Clinical Course on the First Day of Class</b>	The number of placements that were not filled on the first day of classes; this includes those who registered but did not attend.

<b>Qualified Applicants Not Admitted to the Session for Which They Applied:</b>	Number of applicants who were qualified for admission but were either denied, placed on a wait list, or admitted to a semester other than the one for which they applied.
<b>Advanced Placement Admissions:</b>	The number of students, usually LPNs, admitted to a session, other than the first clinical session, of an RN program.
<b>Capacity</b>	The total number of student placements available in a nursing program.
<b>On-time graduation</b>	The number of students who graduated in the time-frame of the published curriculum plan.
<b>Repeated or dropped back</b>	The number of students who took longer than their admission class to complete a nursing program because they either repeated a course, failed to follow the prescribed curriculum or dropped out/back for a period.
<b>Faculty</b>	Has the same meaning as R4-19-204—anyone teaching didactic and/or clinical nursing courses regardless of educational preparation or title.
<b>Readmission</b>	Means anyone who attended a particular nursing program, dropped out for a period and is now requesting a repeat admission into the program. The original cohort of this individual may have already graduated. The readmitted student would be counted as a person who took more than the ideal time to graduate because they are tied to the <b>first</b> admission cohort.
<b>Session</b>	The academic time period for course offerings; usually a semester (13-15 weeks) or quarter (9-10 weeks) but may vary depending on the institution.

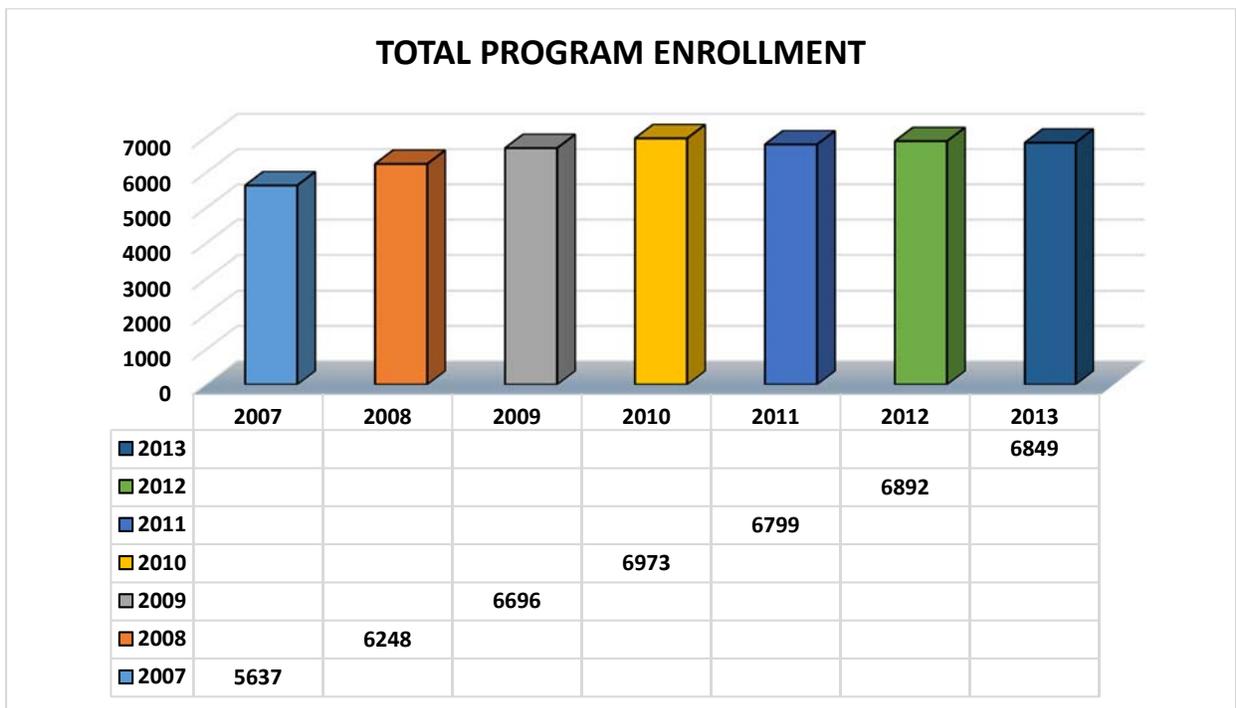
### Assumptions/explanatory Remarks

The following assumptions and explanations were made in compiling and interpreting the data:

- Practical Nurse (PN) data only applies to traditional PN programs, not programs with a PN option.
- The number of students “qualified but not admitted” to a program does not represent an unduplicated or accurate count of students awaiting admission to a nursing program.
- Number of unfilled placements should not be interpreted to mean that these placements are available to other qualified students.
- These data apply only to in-state schools that offer pre-licensure nursing programs.
- The Board does not have jurisdiction over RN-BSN programs therefore only those with approved pre-licensure programs

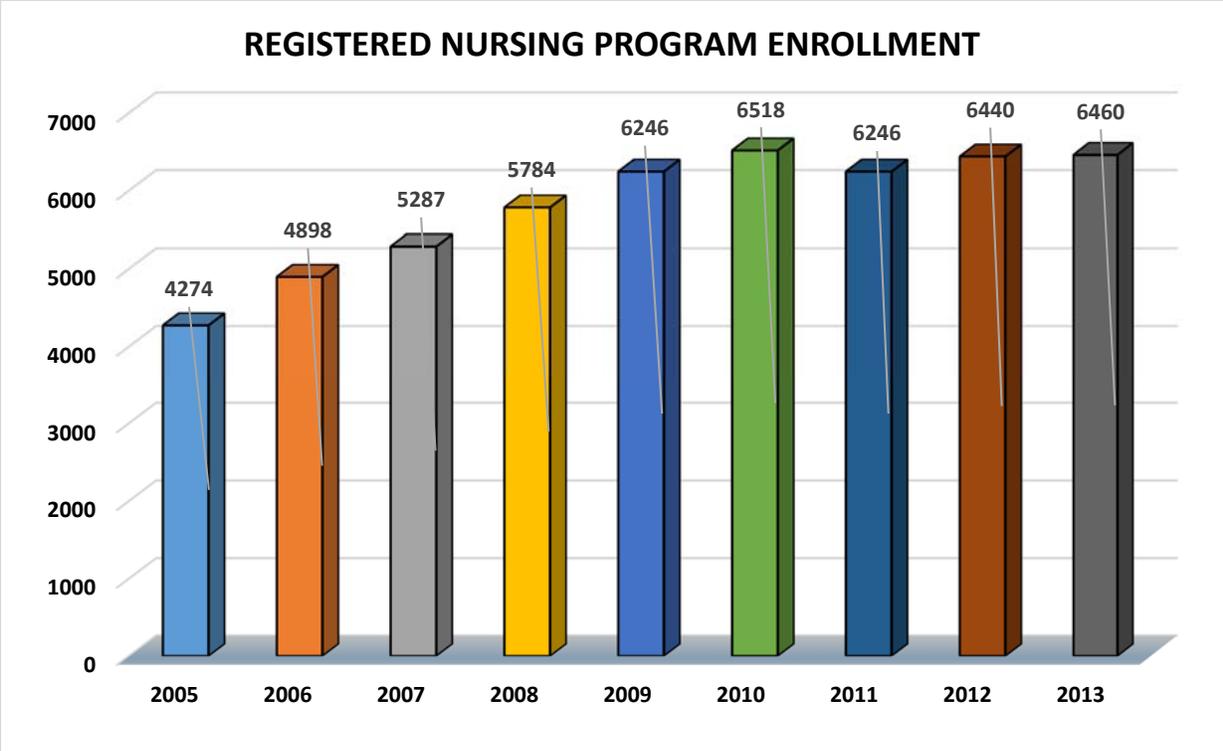
## ENROLLMENT

The following figure displays enrollment in all nursing programs (RN/PN and public/private). Prior to 2011, total enrollment increased each year; enrollments stabilized in 2010 and have only varied slightly from year to year. In 2013, total enrollments decreased slightly from 6892 to 6849 (0.6%).



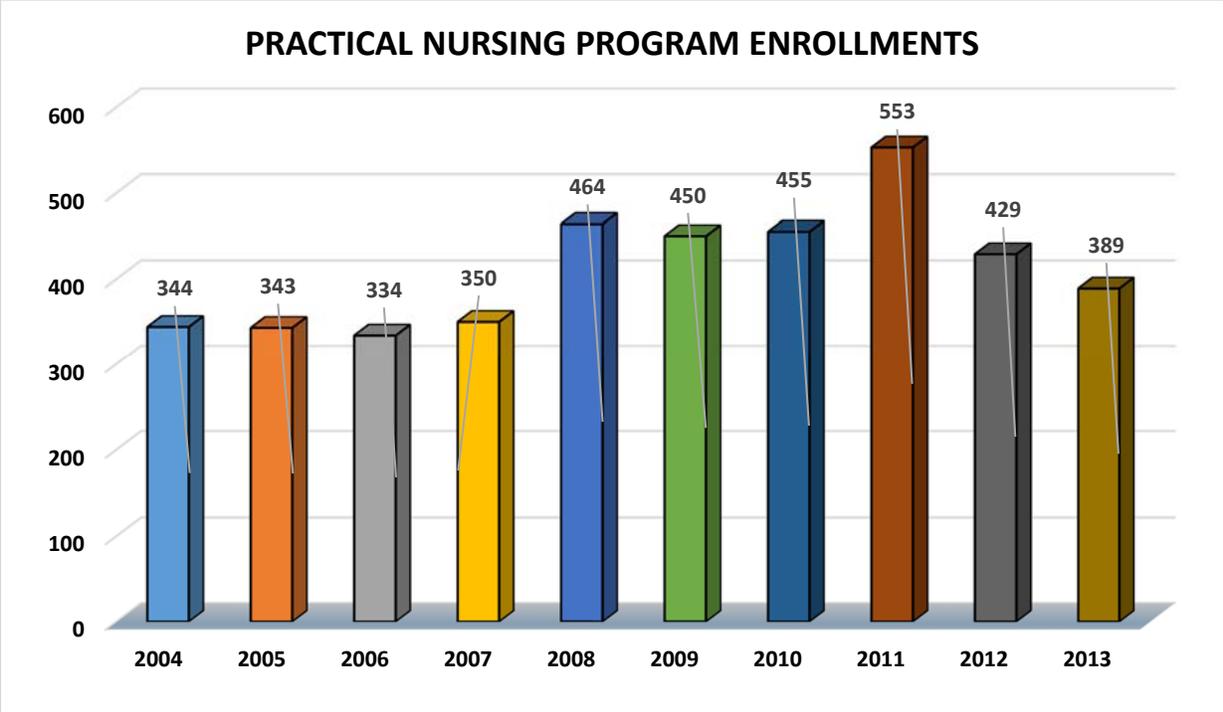
### Registered Nurse Program Enrollment

In 2013 RN program enrollment increased slightly from 6440 to 6460 (0.3%).



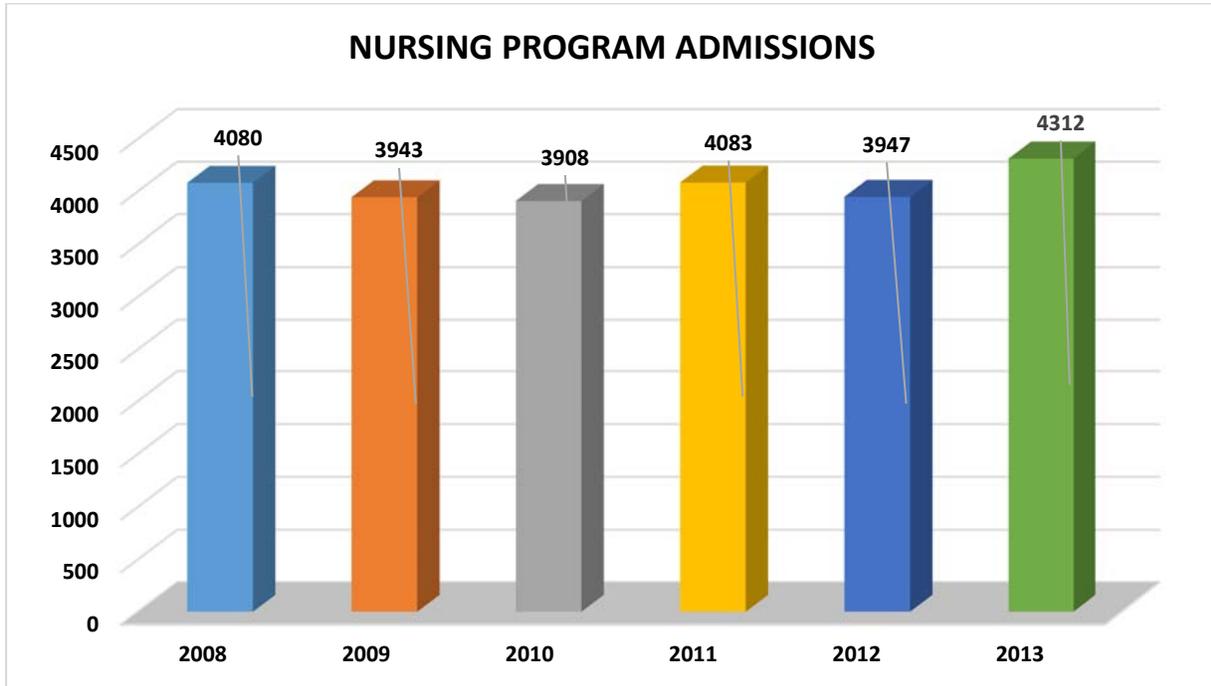
**Practical Nursing Program Enrollments**

Practical nursing (PN) enrollments decreased from 429 in 2012 to 389 in 2013 (9% decrease). This may be due to less demand for LPNs by health care industry related to an over-abundance of new-graduate RNs. In addition, clinical placements for PN students remain difficult to obtain thereby limiting the number of students a PN program can accept.



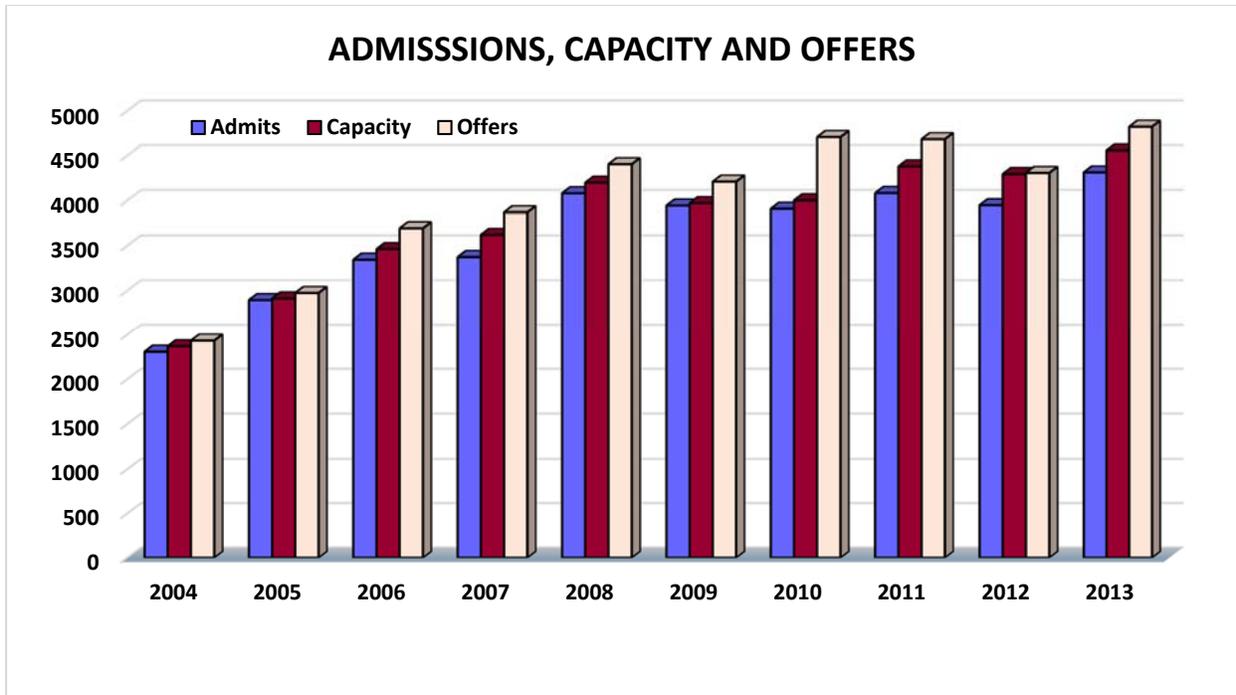
## PROGRAM ADMISSIONS

In 2013 overall nursing program admissions increased from 3947 in 2012 to 4312 in 2013 (9%).



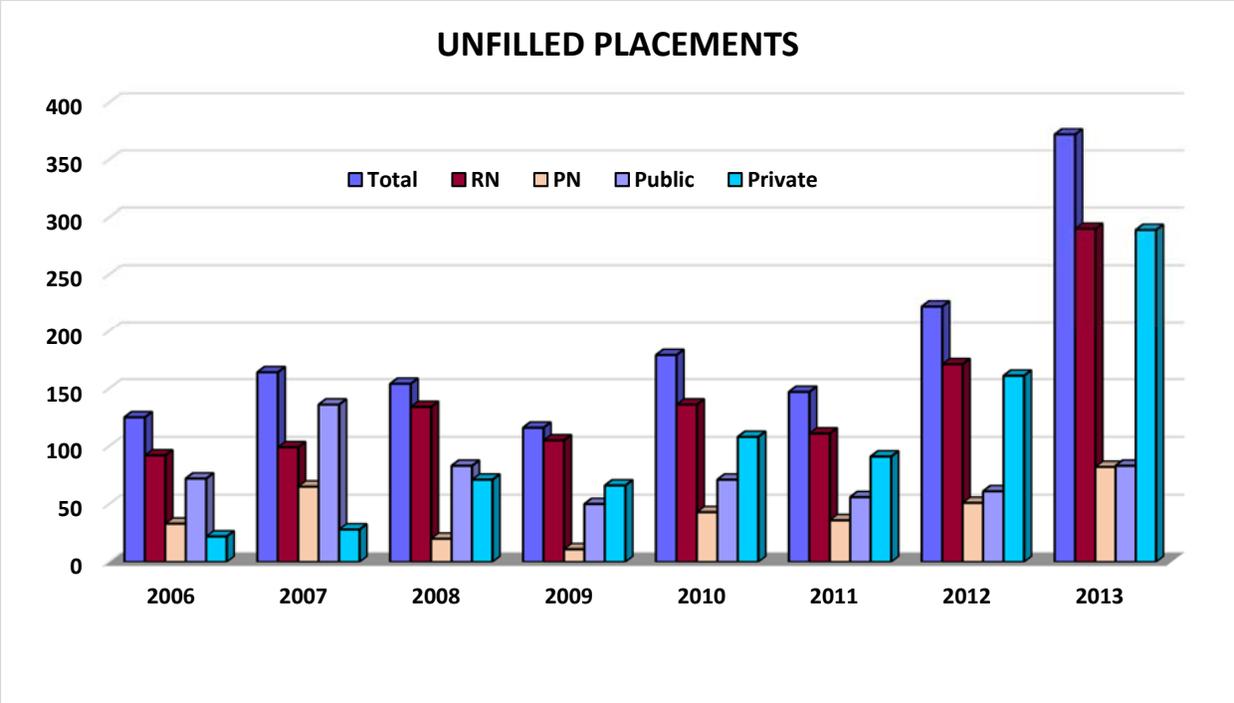
### Total Nursing Program Admissions/Capacity/Offers

These admission data did not include students admitted to other than the first session of the program nursing program, such as LPNs enrolled in the 3<sup>rd</sup> semester of an RN program. For 2004 through 2013, programs were asked to provide data on how many students were offered placements. Placements offered exceeded capacity in all years indicating that programs are over-filling their placements in anticipation that not all students offered a placement will register and attend. In 2013 there were 4823 offers extended by programs having a total capacity of 4558 resulting in 4312 students actually attending the first session (which may be a pre-clinical course, depending on the program).



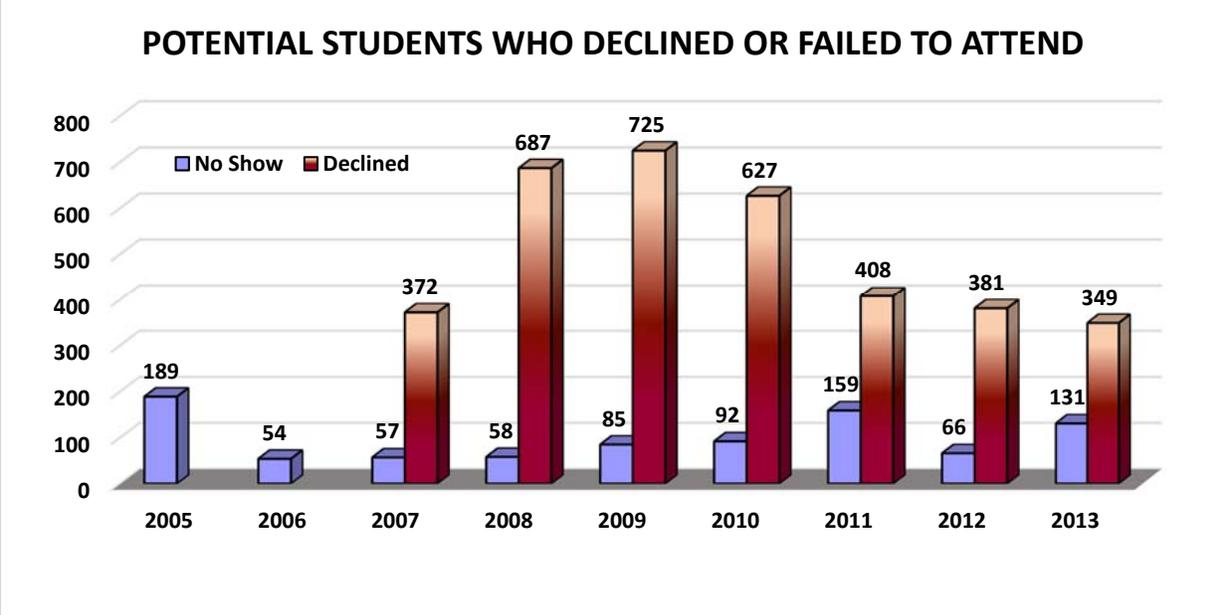
### Total Unfilled Placements

There were 372 unfilled placements in 2013, a 68% increase from the 222 unfilled placements in 2012. Open placements generally occur because persons who register do not attend (no shows) or programs do not attract sufficient qualified candidates to fill their projected enrollments. Of the unfilled placements, 290 were in RN programs and 82 in PN programs. The vast majority (289 among 12 programs; mean=24 per program) were in private program. There were 83 open placements in public programs with proportionally more in PN public programs (42 among 4 programs; mean=10.5 per program) than RN public programs (38 among 19 programs; mean=2 per program).



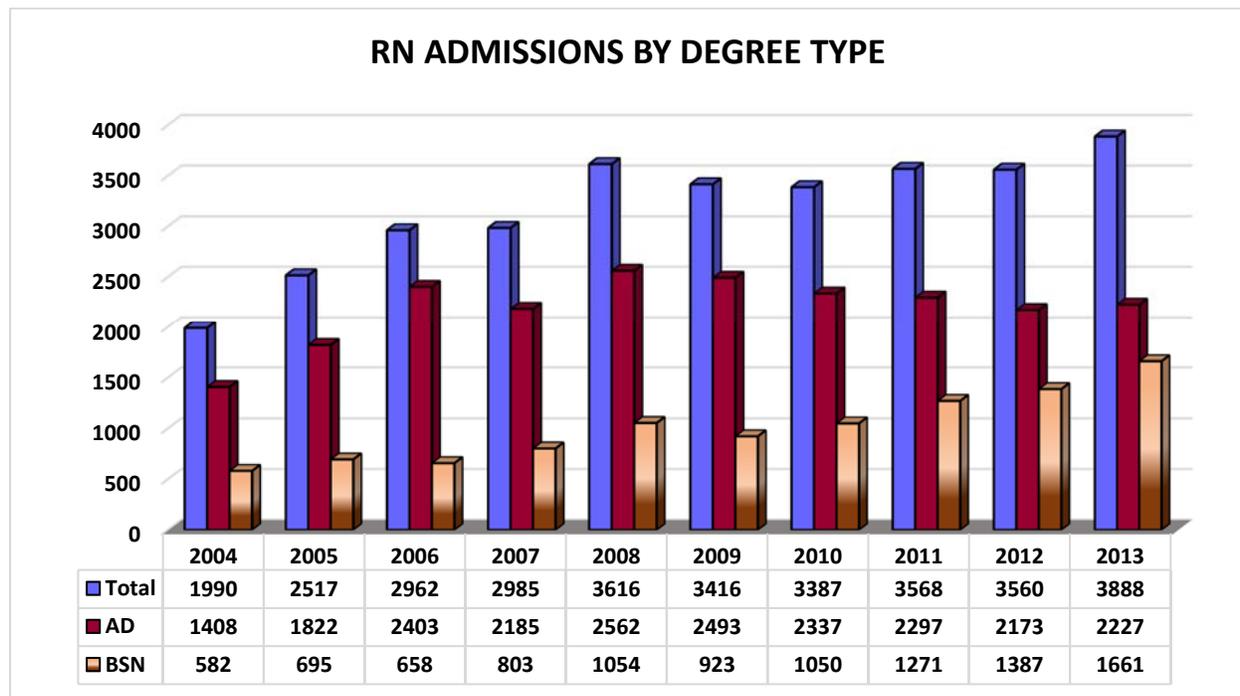
**“No shows” and Persons who Declined a Placement**

The number of students who registered for the first semester of a nursing course and did not attend (no show) was measured for the first time at 2005 at 189. This statistic has varied from year to year without apparent trending. In 2013, 131 students were “no shows” and 349 students declined a placement. Reasons for declining include: changing to another field, acceptance into another nursing program, inability to afford the program, scheduling conflicts, or insufficient notice to attend at the time of the offered placement. It can be noted that the economic downturn that occurred in 2008-2011 coincides with a high decline rate of prospective nursing students.



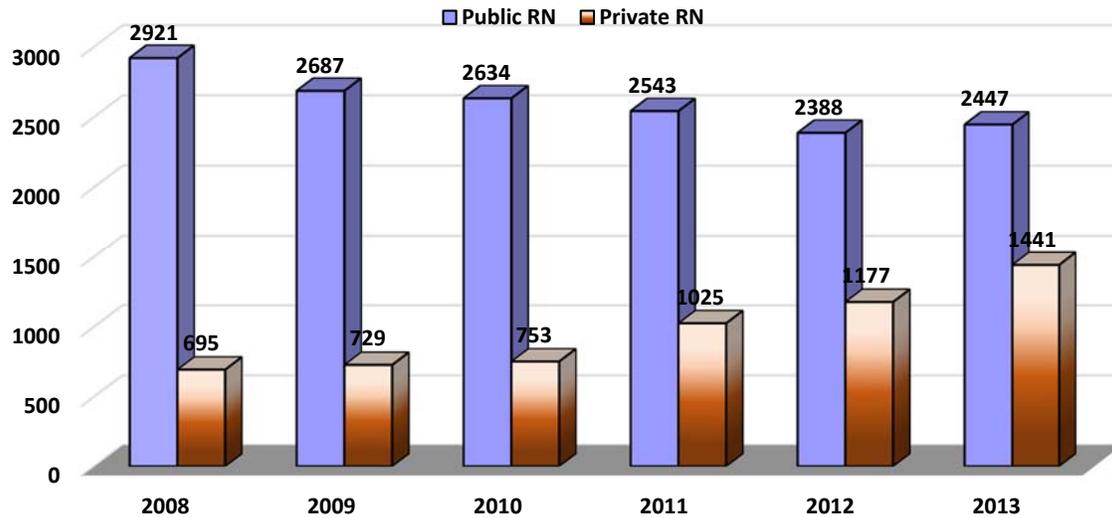
### Registered Nursing Program Admissions

Registered nursing program admissions to the first semester of a nursing program (first nursing clinical course) were totaled and classified by type of program (Associate Degree/Baccalaureate). In 2013, admissions increased from 3560 to 3888, a 9% increase. Baccalaureate (BSN) program admissions increased 20% from 1387 to 1661 (274 students). Associate degree program admissions increased 2.4% from 2173 to 2227 (54 students) making 2013 the first year in the past 5 years where there was an increase in associate degree RN program admissions. BSN admissions accounted for 43% of total admissions an increase from 2012 where BSN admissions were 39% of the total.



Public RN programs increased admissions slightly from 2393 to 2447 (54 or 2.3%). Admissions to private RN programs increased 22% from 1177 to 1441. Private BSN programs were responsible for a large proportion of admissions. Grand Canyon University reported 591 admissions; Chamberlain College reported 297 admissions; and Brookline College reported 180 admissions. Private schools are less affected by funding cuts and are positioned better to expand to meet demand. Private RN admissions account for 36% of all RN admissions in 2013, an increase from 31% in 2012.

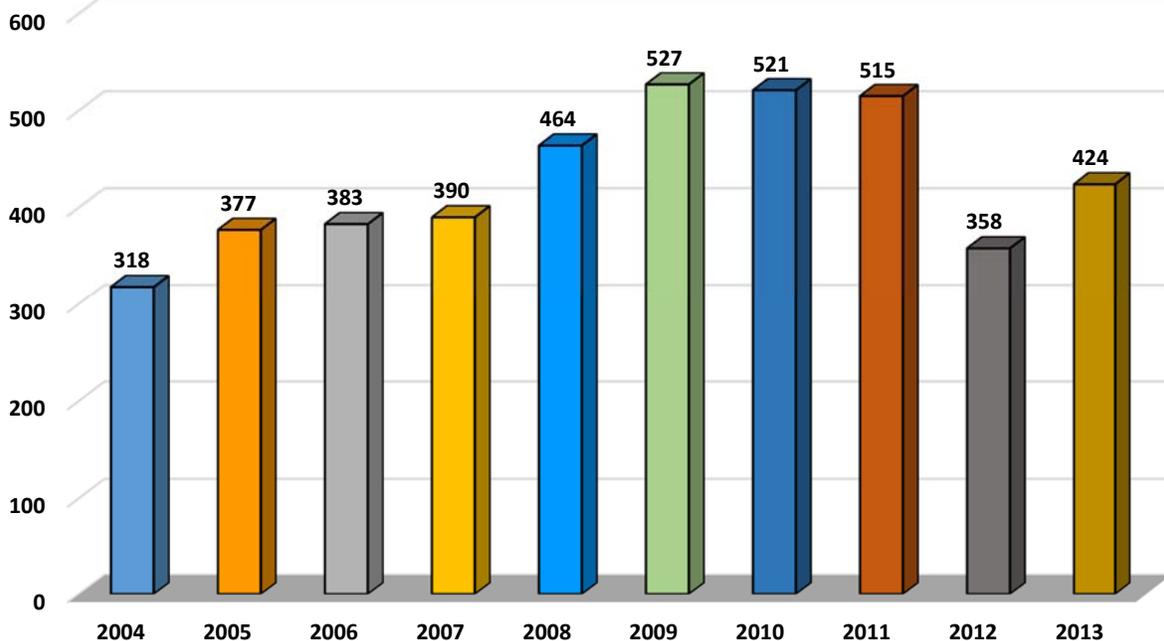
## RN PUBLIC AND PRIVATE ADMISSIONS



### Practical Nursing Program Admissions

Practical nursing (PN) program admissions increased from 377 to 424 (12.5%). There is still some consumer demand for LPN education with 160 students denied admission, even though qualified. However 142 of those students applied to the GateWay Fast Track LPN program, which charges less tuition than other private and public LPN programs and awards college credit.

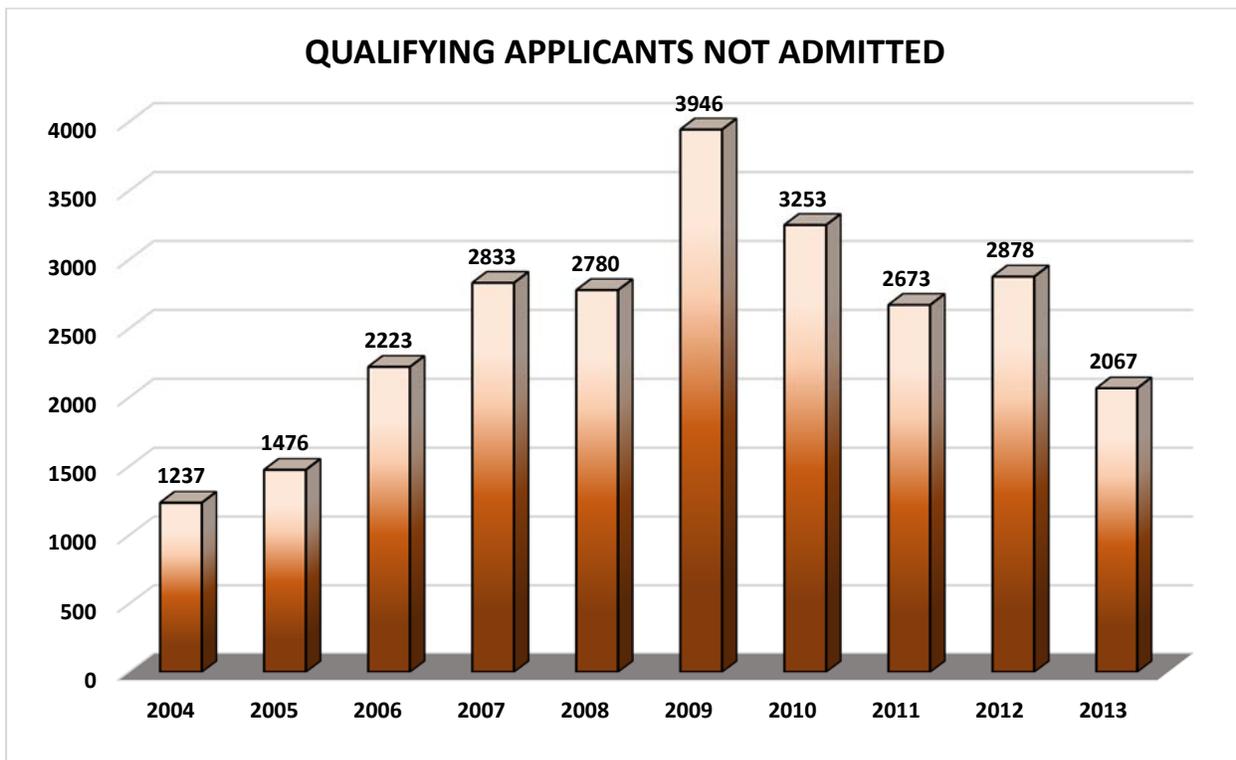
## PN ADMISSIONS



### Qualified Applicants Denied or Deferred

The number of students admitted was compared with the number of qualified applications that nursing programs denied or deferred for admission in a later semester. In 2013 there were 2067 nursing program applications that were not accepted or deferred due to insufficient openings in the program as opposed to 2878 in 2012. This represents a one year decrease of 28% (811 students). This is the largest decrease in this number since collecting these data. This decrease may represent less interest in nursing than in the past or, since it mirrors 2006 levels, more optimism regarding the availability of other types of jobs and increasing enrollments in the private sector. As in previous years, the majority of these applications were to RN programs (92.3%).

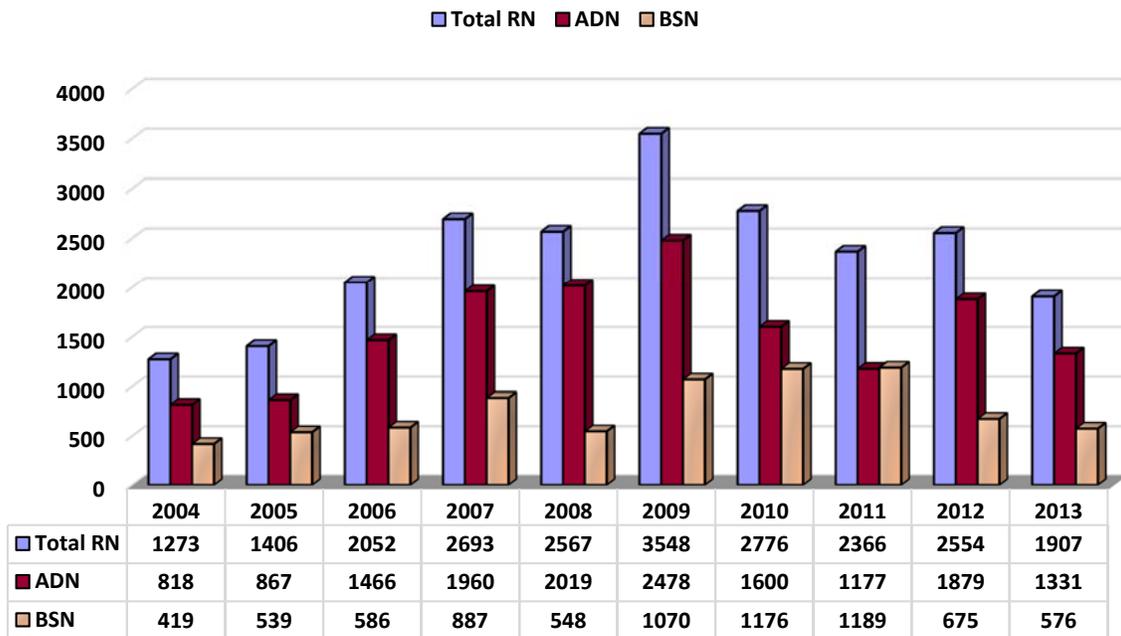
Due to differing admission standards, a student may qualify for admission in one program and not qualify for admission in another program. Many students also apply to multiple programs simultaneously. Taking into consideration the above factors, the number of qualified applications reported as denied/deferred is most certainly only an estimate of the number of actual students who were denied/deferred.



### RN Programs

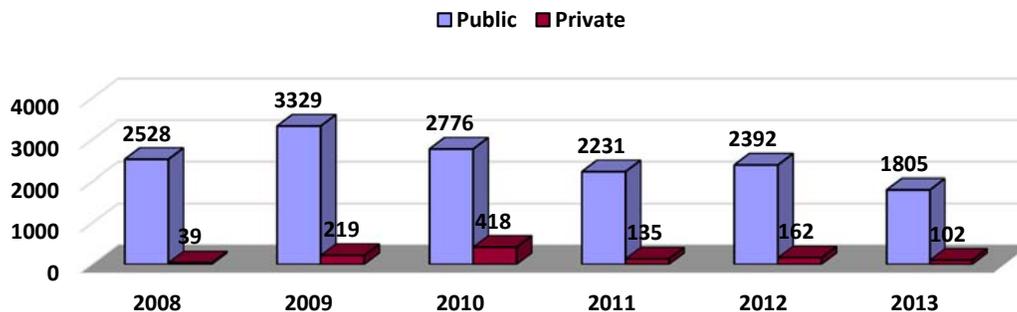
In 2013 there were 1907 qualified RN program applicants who were denied or deferred admission, a 25% decrease from the 2554 reported in 2012. Those programs posting high numbers of denied/deferred applicants were: University of Arizona (375), MaricopaNursing at Mesa Community College (258) and MaricopaNursing at Glendale Community College (226). In contrast, Pima Community College in Tucson only accepts applications for future semester admissions, therefore all qualified students are admitted to the semester in which they apply although that semester may be a year or 18 months in the future. The majority (69.7%) of denied/deferred applicants, applied to public associate degree programs.

## RN QUALIFIED APPLICATIONS NOT ADMITTED



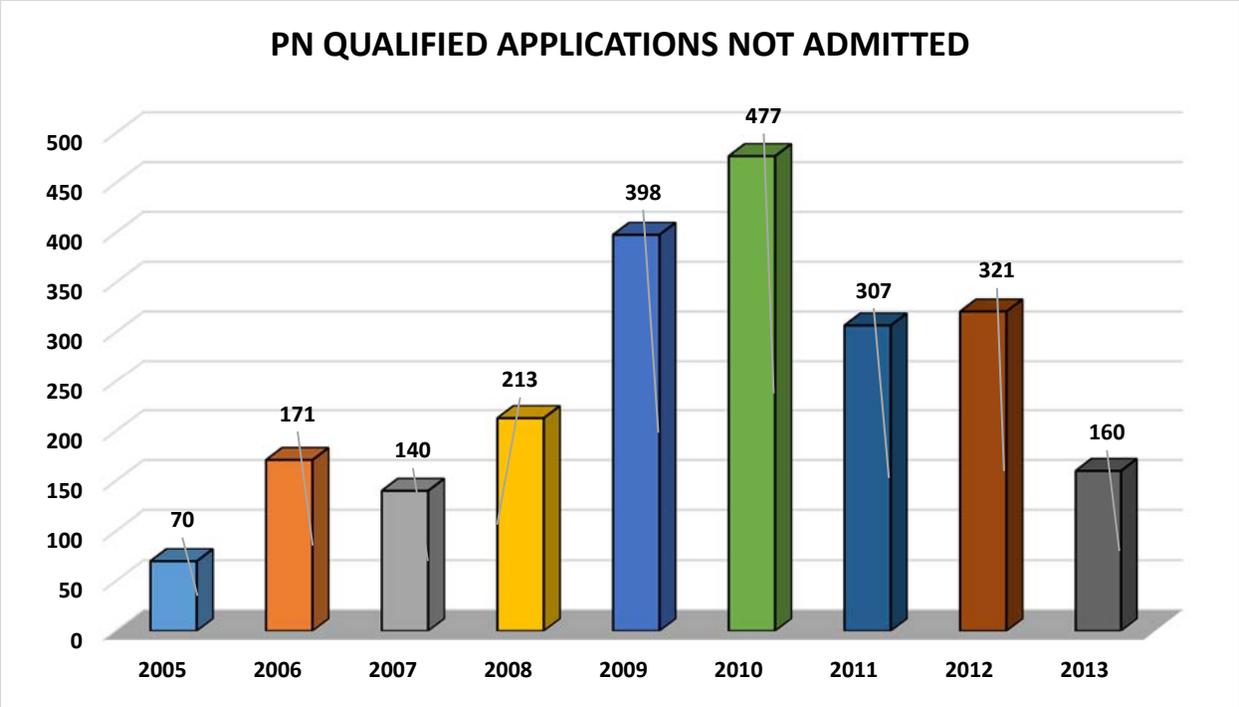
In 2013 as in previous years the greatest number of non-admitted qualified students applied to public RN programs 1805/1907 at 94.8%.

## PUBLIC VS. PRIVATE RN PROGRAMS QUALIFIED APPLICATIONS NOT ADMITTED



### PN Programs

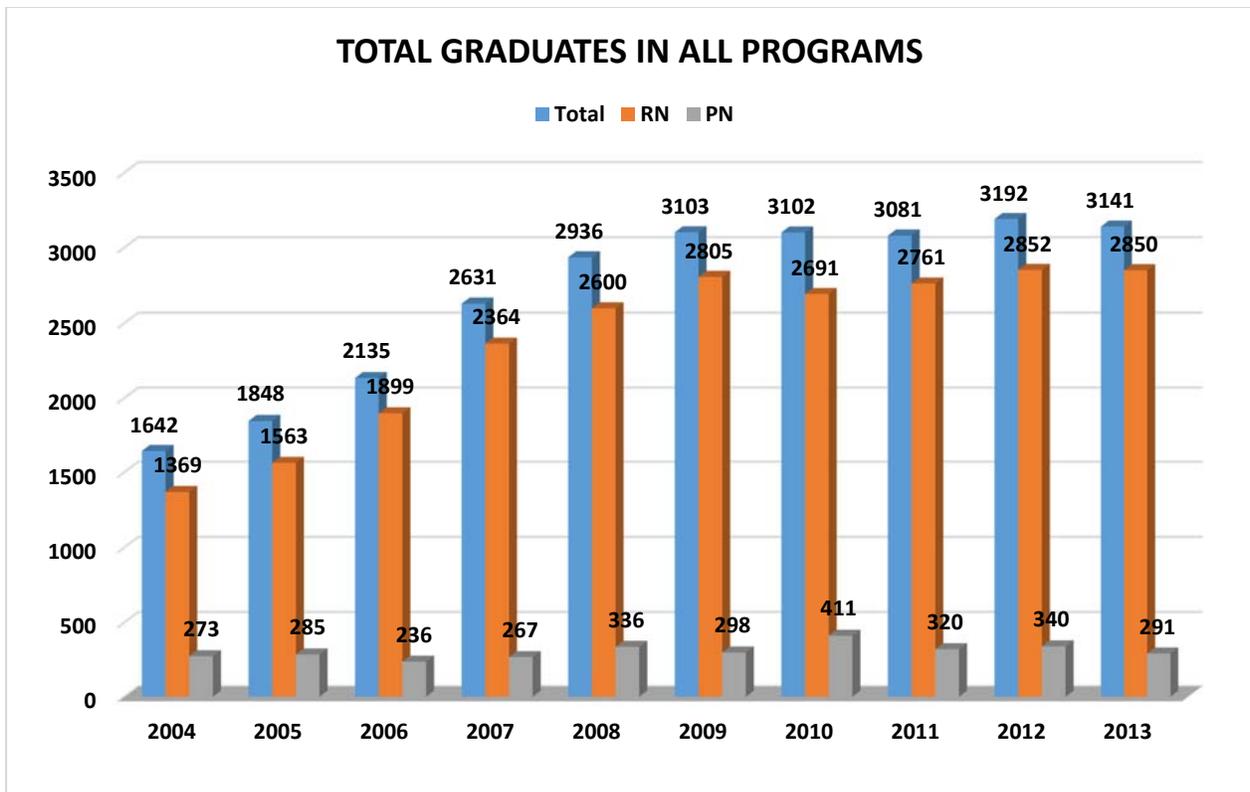
There were 160 qualified applicants who were denied/deferred admission to a practical nursing program in 2013, a 50.6% decrease (164 applicants) from the 324 applicants not admitted in 2012. The vast majority (142/88.7%) were applications to GateWay Community College Fast-track Program. This program is unique in that it follows the Maricopa Community College tuition schedule and readily articulates into the GateWay Community College RN nursing program. Like RN programs, demand/availability for PN programs seems to be at 2006-2007 levels.



### PROGRAM GRADUATES

**Total Graduates**

In 2013 total pre-licensure graduates decreased from 3192 to 3141(1.6%). There was a essentially no change in RN graduates (2850 vs 2852) and a decrease in PN graduates from 340 to 291 (14.4%).

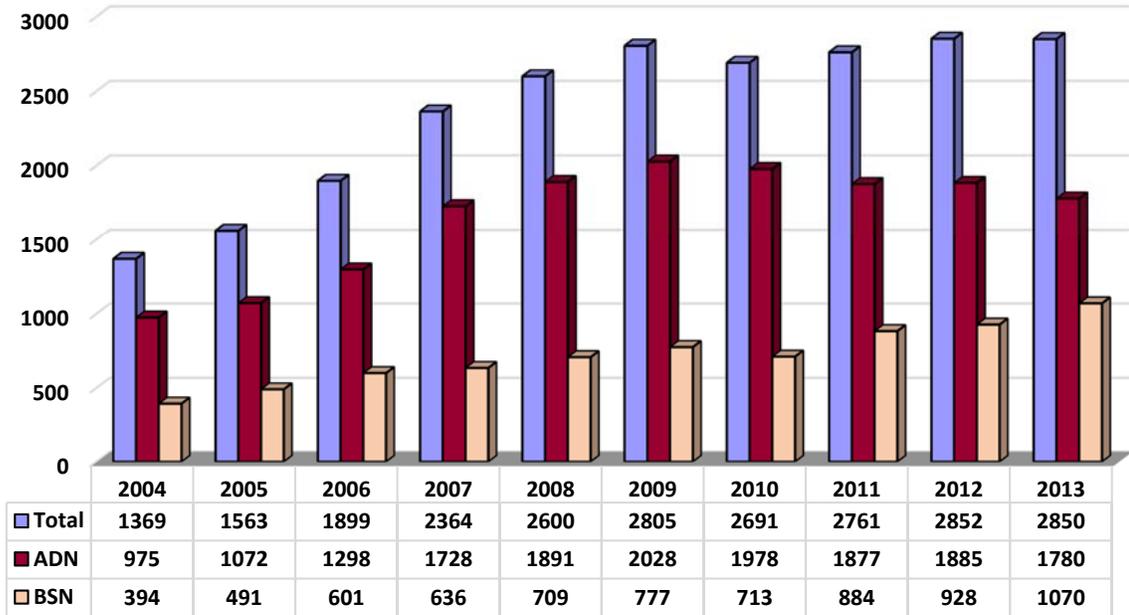


### RN Graduates

There was a negligible decrease in RN graduates in 2013 (decrease of 2) with a small 5.5% decrease in in associate degree graduates (105 students) and a moderate 13% increase in baccalaureate degree graduates (142 students)

The percent of Arizona RN graduates earning a BSN in 2013 was 37.5% an increase from the 32.5% reported in 2012. Nationally, BSNs accounted for 42.2% (65402/155095) of RN first-time test takers (NCLEX Reports – 2013). The IOM Report on *The Future of Nursing* (2011) calls for an increase in the percent of nurses with a baccalaureate degree to 80% by 2020. Aiken (2003) suggested that the minimal ratio of bachelor level nurses to associate level nurses should be 60/40. The National Advisory Council on Nurse Education and Practice (NACNEP), policy advisors to Congress and the US Secretary for Health and Human Services on nursing issues, recommend that two-thirds of the nursing workforce hold baccalaureate or higher degrees in nursing by 2010 (AACN, 2007). Benner, Stuphen, Leonard, and Day (2010) opined that overall nurses are undereducated. They called for master’s degree preparation within 10 years of initial licensure for those licensed after 2012. It is heartening to know that the Arizona BSN/AD ratios are increasing and are probably underestimated by this report as some AD graduates are also earning a BSN concurrently in a concurrent enrollment program (CEP). It is also heartening to know that over 54% of all RNs are educated at the Bachelor’s level or higher, not necessarily in nursing (Data from AZBN licensing database, June 7, 2013—N=70,926). Forty-six percent of all RNs in the database report the highest degree being associate or diploma. However approximately 9% of the bachelor’s degrees are not in nursing, therefore approximately 45% of RNs have bachelor’s or higher in nursing degrees, an increase from 2011 estimates of 37-41%.

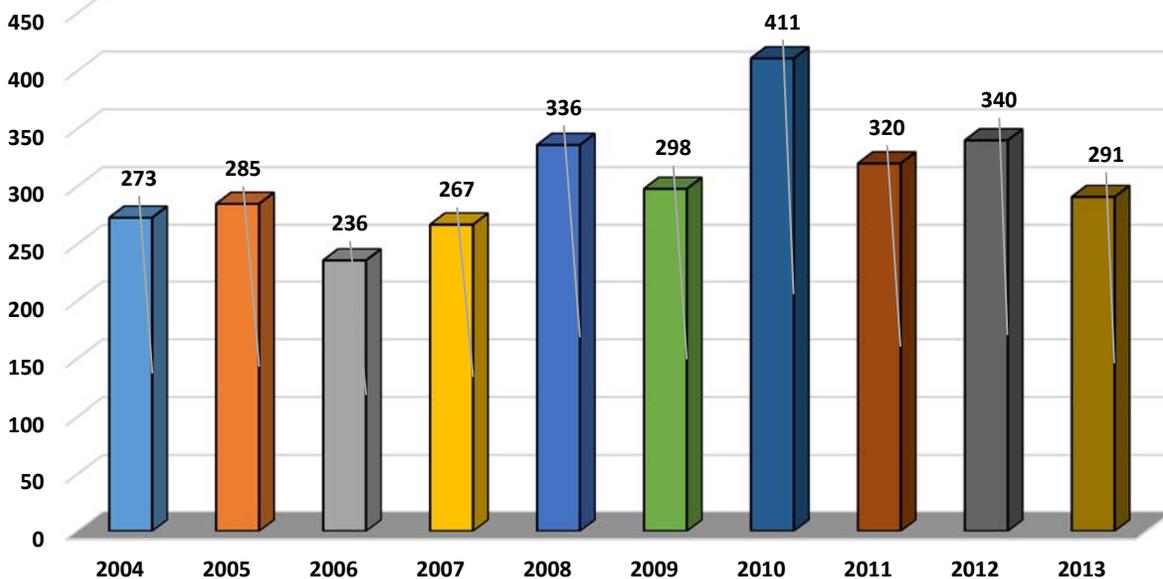
### RN GRADUATES BY DEGREE TYPE



### PN Graduates

Practical nursing program graduates decreased 14.4% in 2013 from 340 to 291. The reasons for this were discussed earlier in this paper.

### PRACTICAL NURSING PROGRAM GRADUATES

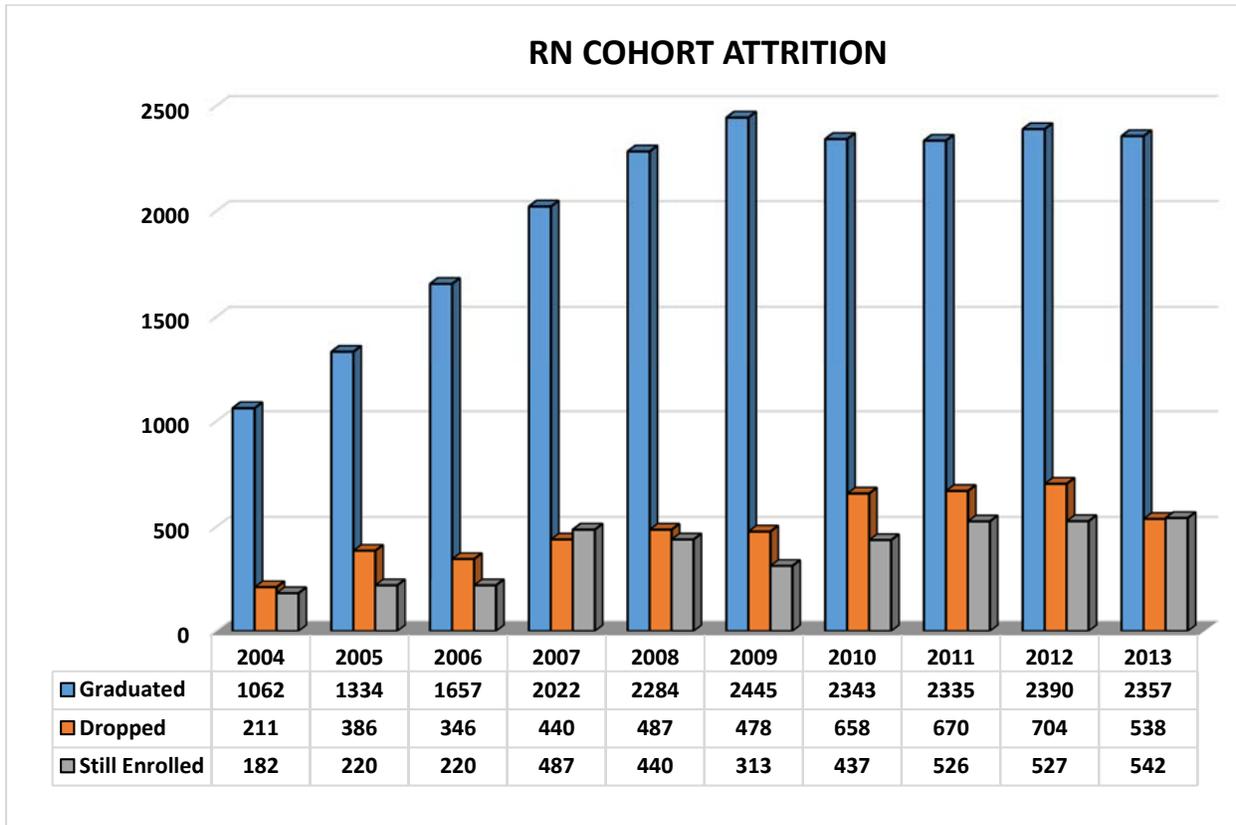


## ON-TIME GRADUATION

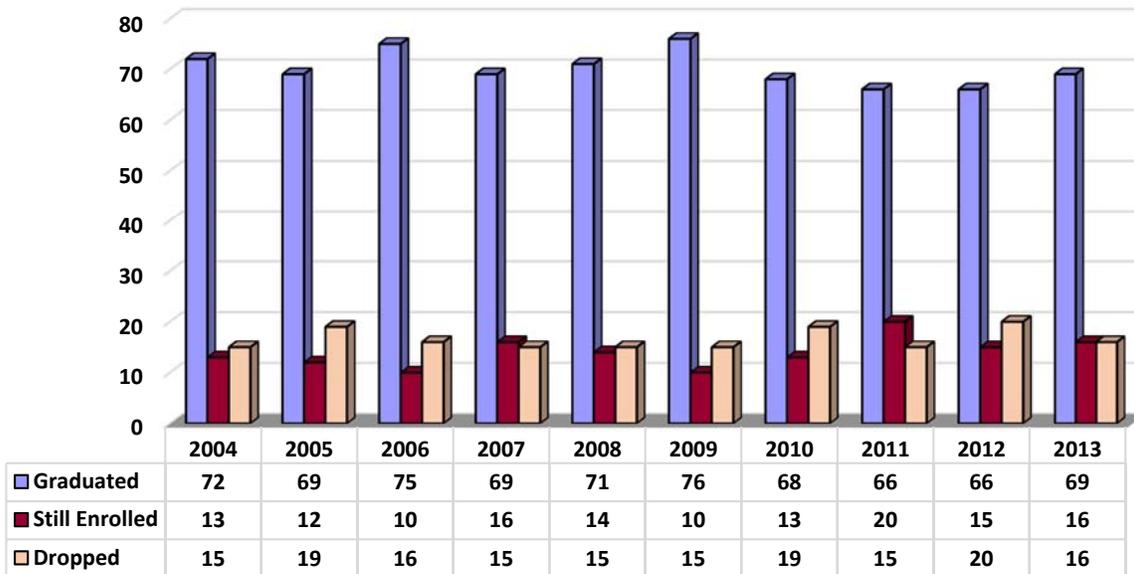
On-time graduation (OTG) is computed by comparing cohort admission to clinical nursing courses with cohort graduation according to the program of study. (Divide the on-time graduates by the number of students admitted to their first clinical course). For 2013, 2588 students graduated on-time among a total of 3776 students admitted to the clinical portion of the program, giving an overall OTG for all types of programs of 68.5%. Of those that did not graduate approximately half (597/1188) are persisting in the program, with the other half dropping the program. On-time graduations ranged from a high of 100% to a low of 23%. The minimum Board standard for OTG is 45%.

### RN On-Time Graduation

RN OTG means have fluctuated between 76% and 65% in the past several years. In 2013, of a total of 3412 students admitted, 2357 (69.1%) graduated on time, 542 are still enrolled and 538 dropped the program, indicating that approximately half of those that do not graduate on time, persist in the program.

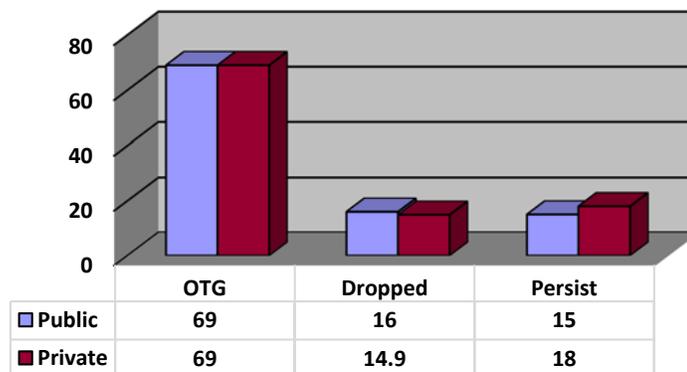


### RN COHORT ATTRITION PERCENT OF COHORT GRADUATED ON TIME/LAGGED/DROPPED



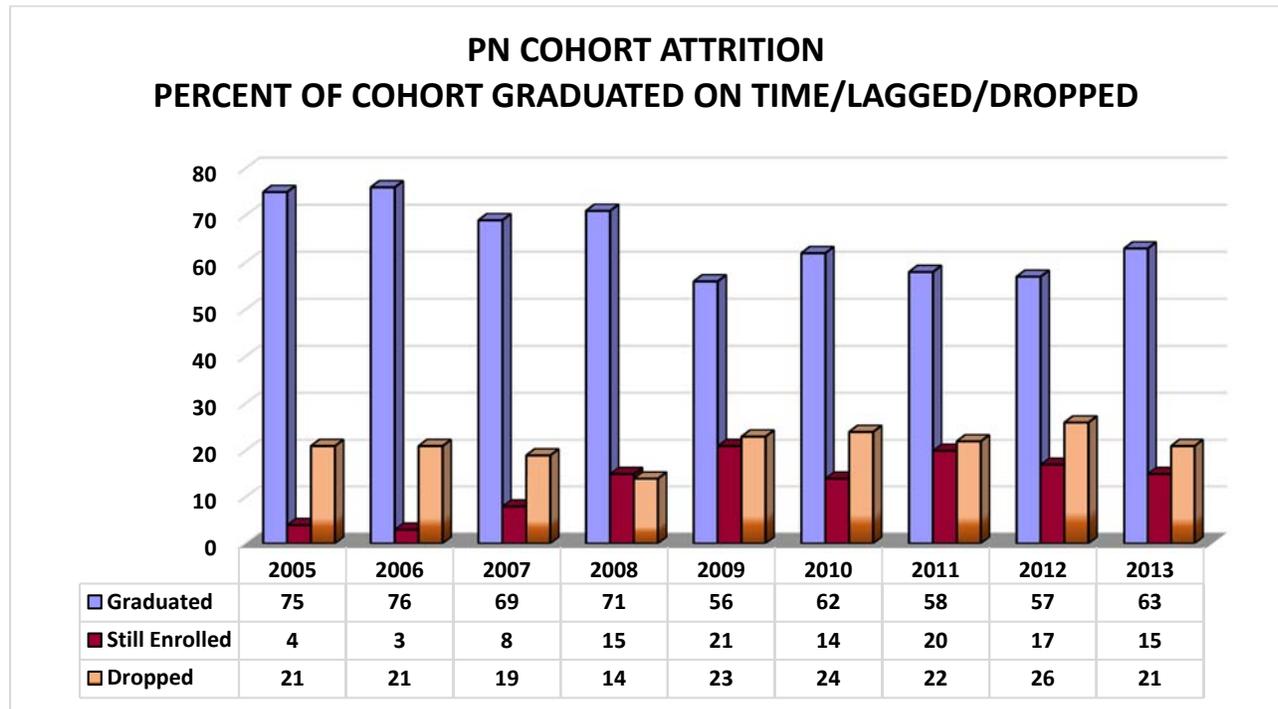
There was no difference in on-time graduation (OTG) rates between public and private programs, with both being calculated at 69%. Persistence rates ( percent of students who are still enrolled but are behind their admission cohort) are appear slightly higher for private programs (18% vs 15%). This is encouraging when compared to previous analyses as there are negative financial consequences for both individual students and the overall economy when there is high drop rate in private, for-profit, institutions. (Committee on Health, Education, Labor and Pensions: U.S. Senate, 2012).

### ATTRITION PRECENT PUBLIC AND PRIVATE RN PROGRAMS 2013



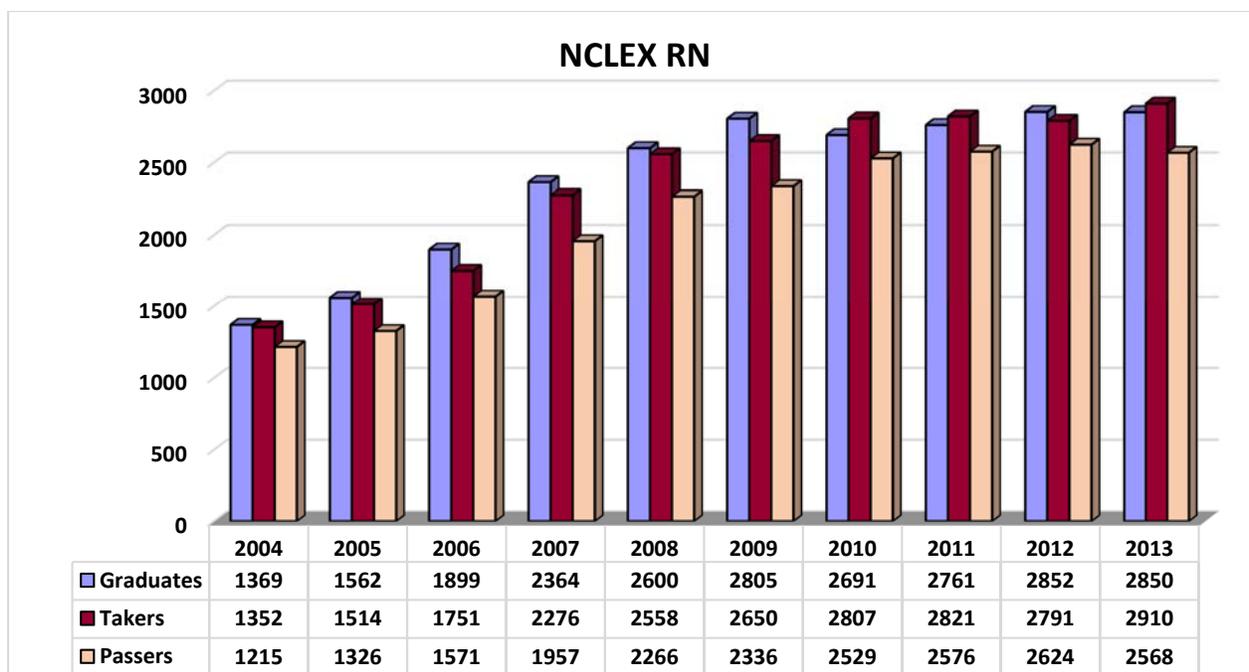
### PN On-Time Graduation

In the 2013 graduating class for the PN programs (N=6), 63% percent completed on time; 15% are still enrolled and 21% dropped the program. This in an improvement from 2012 where 57% graduated on time. Percent on-time graduations in individual programs varied from a low of 41% to a high of 100%.



### NCLEX ® RN EXAM

In comparing takers and passers of the National Council Licensure Examination for Registered Nurses (NCLEX-RN), there were more NCLEX takers in 2013 than in 2012, with a first time pass rate of 88.25%, lower than 2012 due to the passing standard increases in April, 2013. The national first time pass rate in 2013 was 83.04%. In comparing numbers of persons taking the exam with numbers of graduates it should be remembered that the number of students graduating in any year will differ from the number of NCLEX takers as students graduating in December do not take NCLEX until the following year. There are very few graduates who do not take the NCLEX exam.



### PROGRAM OUTCOME INDEX©

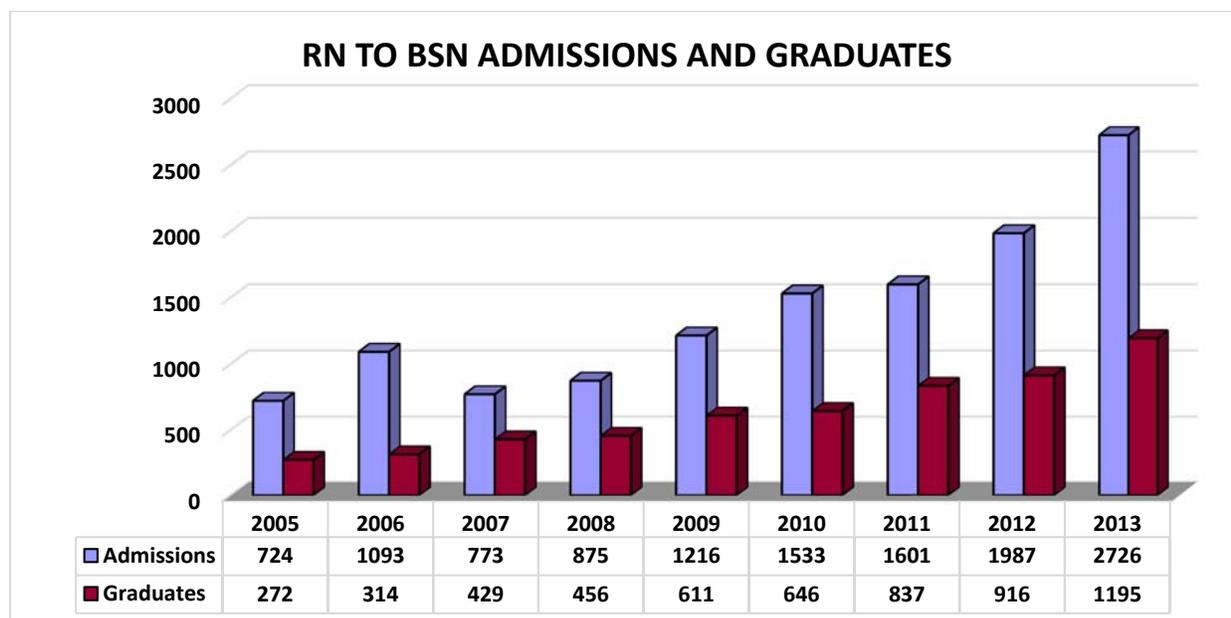
While first time NCLEX® pass rates are viewed by stakeholders as a measure of quality, if a program does not graduate the majority of admitted students in the prescribed time, the pass rate can become a measure of individual aptitude and self-teaching capacity, not overall program educational performance. Giddens (2009) points out, *“Is there anything really to celebrate with a nursing program with only a 50% persistence to graduation rate boasts of a 100% first time NCLEX-RN pass rate?”* The public and certifying agencies are interested in knowing attrition and persistence of students in programs. Starck, Love and McPherson (2008) call for measuring “on time” (e.g. according to the published curriculum plan) graduations as opposed to graduations within 150% of the allotted time. Conversely just taking “on time” graduate percentages without licensure exam results may reflect lack of rigor or grade inflation in programs. Combining and giving equal weight to these numbers provides a measure of both how the educational programs meet the learning needs of students and the academic rigor of the program. The Board is well aware that admission policies may also affect pass and completion rates as students who are not well grounded in essential reading and math skills will have difficulty attaining a deep understanding of nursing knowledge. The Arizona Administrative Code (R4-19-204), requires program faculty together with the nursing program administrator to set the admission and progression standards of the program. Faculty and administrators should provide educational opportunities sufficient to ensure that all admitted students graduate on schedule, pass NCLEX on the first attempt, and practice safely.

Board staff calculated on-time graduation rates from each program’s reported data and added that to the NCLEX first time 2013 pass rate obtained from NCLEX Reports to calculate a “Program Outcome Index©. The “Program Outcome Index”© is a measure of the program’s ability to educate, and make eligible for licensure, admitted students in an optimal time-frame. The maximum index is 200 (100% NLCEX first-time pass rate and 100% on-time graduation). The mean index in 2013 was 153 with RN at 150 and LPN at 163. Index scores ranged from a high of 194 to a low of 95. The top three programs under these criterion were: Mohave Community

College LPN (194), University of Arizona (184), and Yavapai College (179). See Appendix A for a breakdown by school. Further study is warranted to determine trends and factors that influence the outcome index of nursing programs.

### RN TO BSN PROGRAMS

In 2013, Arizona RN to BSN programs admitted 2359 traditional RN-BSN students and 367 concurrent enrollment program (CEP) students. Therefore a total of 2726 students were admitted to RN-BSN track programs, a 39% increase from 2012. Admissions are underestimated for the state as only pre-licensure programs with an RN to BSN track were surveyed.



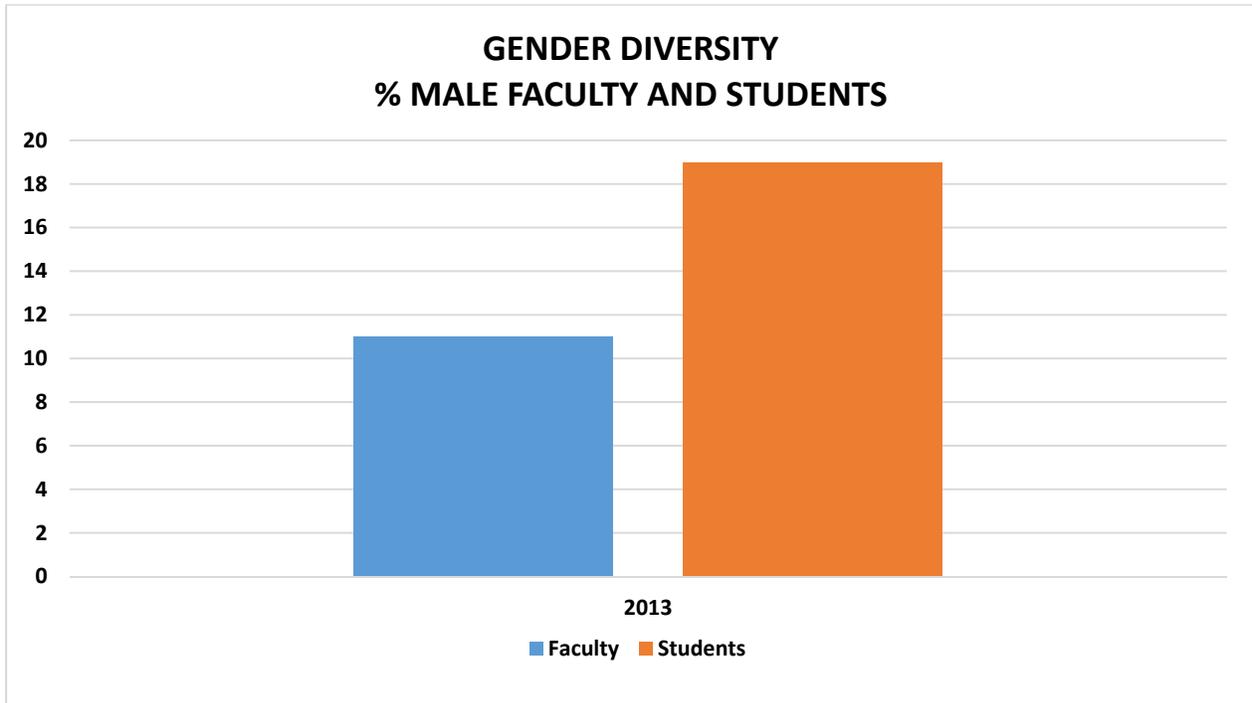
#### Graduates – RN to BSN

In 2013 there were 1195 graduates of RN-BSN programs, a 30% increase from 2012. The majority of students graduated from a traditional program (1085), with 90 being CEP graduates. This significant increase in RN to BSN enrollments and graduates appears to be a sustainable trend, especially in light of increasing numbers of AD nursing programs opening CEP cohorts.

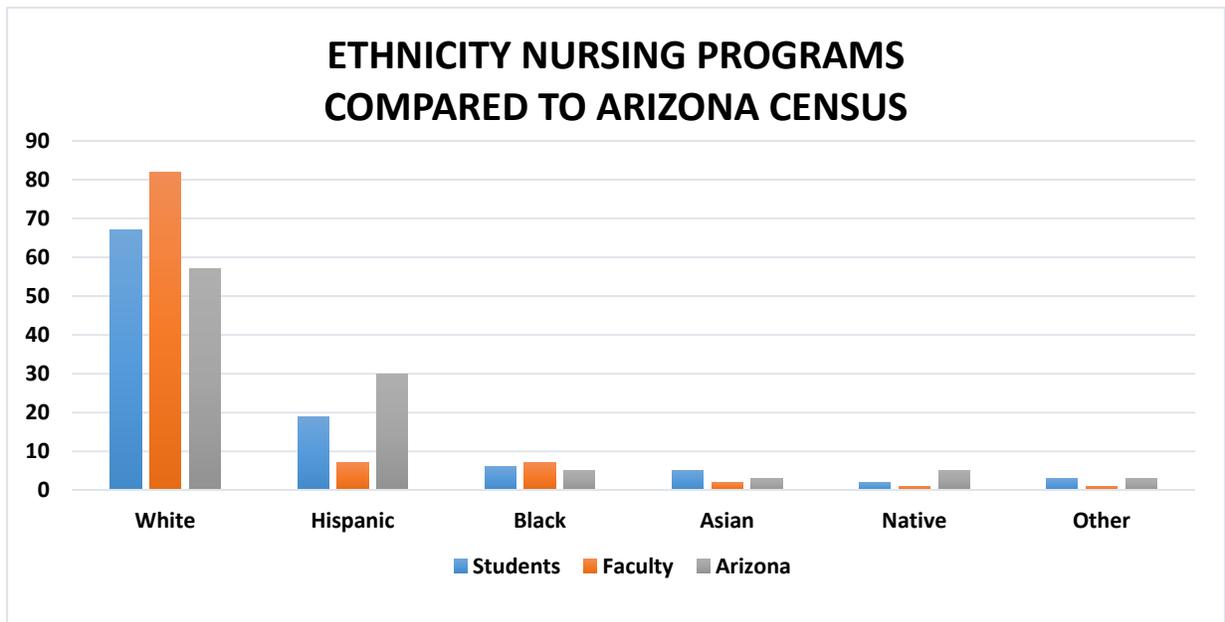
### STUDENT AND FACULTY ETHNICITY

In 2013, the Board asked programs to provide ethnicity data for both students and faculty. Programs were instructed to include all students and faculty, not just pre-licensure program participants. It is important to gather and report this data as a measure of diversity in nursing programs and as part of the national minimum data set. While most programs readily supplied the student data, difficulties were encountered in obtaining faculty data. Nearly a third of responding programs left the faculty data blank. Programs were contacted and asked to use their best efforts to supply the data. All but one program supplied the data on students and all but two programs supplied the data on faculty. The first chart below compares student and faculty diversity in gender. The second chart compares student and faculty ethnicity with that in Arizona. For comparison purposes, raw numbers were converted to percentages. Gender data was provided for 6980 students and 1710 faculty. In terms of gender, females still make up the majority of both faculty and student populations and neither group is representative of the state as a whole, which according to the 2012

census report (US Census Bureau, 2012), is 50.3% female. Males are more prevalent in the student population as compared to the faculty population (11% vs 18%).



Ethnicity data was provided for 6697 students and 1454 faculty. The category “other” includes the ethnicity categories of “Native Hawaii/other Pacific Islander” and “more than one”. In terms of ethnicity, students are more diverse than faculty. However, neither faculty nor students are as diverse as the Arizona general population. Faculty remain overwhelmingly white with only “Black/African American” populations being represented proportional to the population. Students are closer to the Arizona population demographics in “Hispanic”, “Black/African American” and “Asian” representation. “American Indian/Alaska Native” populations are underrepresented in both students and faculty.

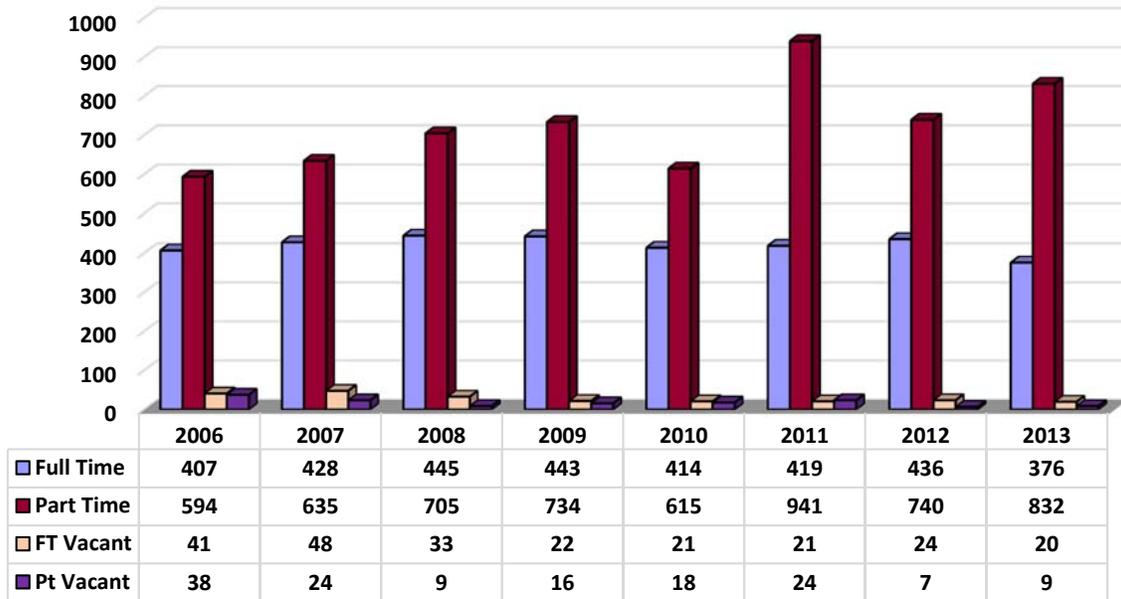


### NURSING PROGRAM FACULTY

In 2013, there were 376 full-time faculty members in AZ nursing programs, 14% less than the 436 in 2012. There were 832 part-time faculty, 12% more than the 740 part time faculty reported in 2012.

Full faculty vacancies remained essentially unchanged in 2013. There were 20 unfilled full-time positions in 2013 vs. 24 in 2012. Part time faculty vacancies increased from 7 to 9 in 2013. Programs were asked to provide their average faculty-to-student ratio in didactic courses. Full-time (didactic) faculty to student ratios ranged from a high of 1:40 to a low of 1:8. The average ratio was 1:21, identical to the ratio in 2012.

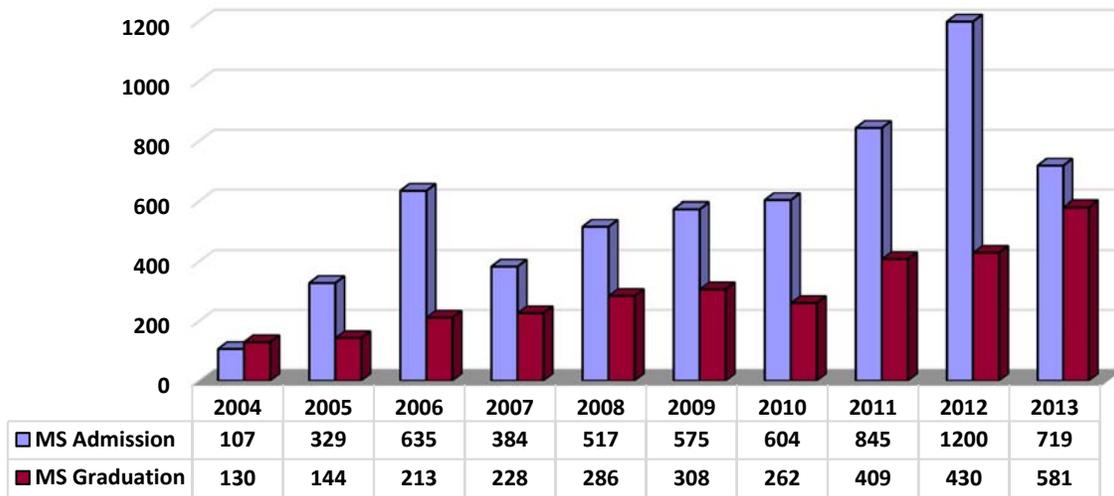
### FILLED FACULTY POSITIONS AND VACANCIES BY YEAR



### GRADUATE NURSING EDUCATION

Admissions to master's degree nursing programs decreased in 2013 from 1200 to 719 with 89 of those being Master's Entry Program (MEP) students. These are students whose already have a bachelor's degree in another field and their entry level nursing degree is a master's degree. This represents a 40% reduction from 2012. This may not reflect a true decrease however, since it appeared that the sharp increase in 2012 enrollments may have been due to reporting error. (*The 2012 report (Randolph, 2013) speculated that numbers were inflated by distance programs reporting on students across the nation and not just Arizona students.*) There is expected to be a decline in Master's program admissions due to many schools offering APRN education exclusively at the doctoral level (DNP). Master degree graduates increased significantly 2013 from 430 to 581 (35% increase).

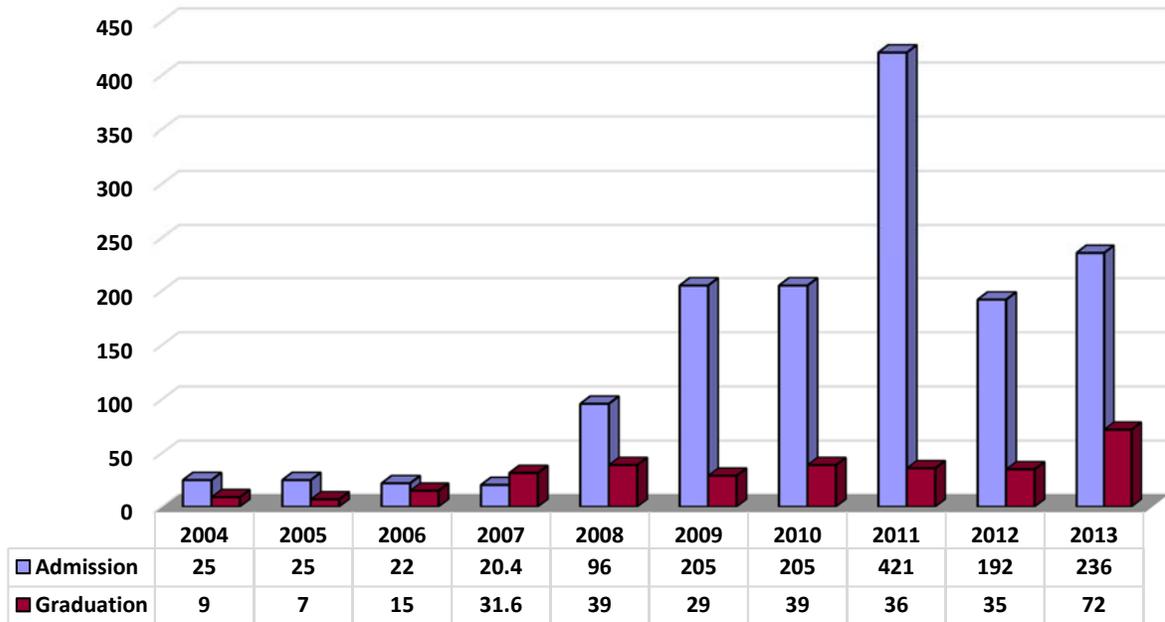
## NURSING MASTER'S PROGRAMS ADMISSIONS AND GRADUATES



### Doctoral Admissions and Graduates

Five AZ nursing programs admitted doctoral students in 2013: Arizona State University, University of Arizona, Northern Arizona University, University of Phoenix and Chamberlain College. Admissions to doctoral programs doubled in 2009 and again in 2011 although that was thought to be due to an artifact in reporting by a program with a large national presence. In 2012 doctoral admissions increased 23% from 192 to 236. Doctoral graduates more than doubled from 35 in 2012 to 72 in 2013 with 59 of those being DNP graduates. The IOM Future of Nursing Report (IOM, 2011) recommends doubling the number of doctoral degrees by 2020. As with master-level education, admissions attrition and graduation do not track with any degree of certainty.

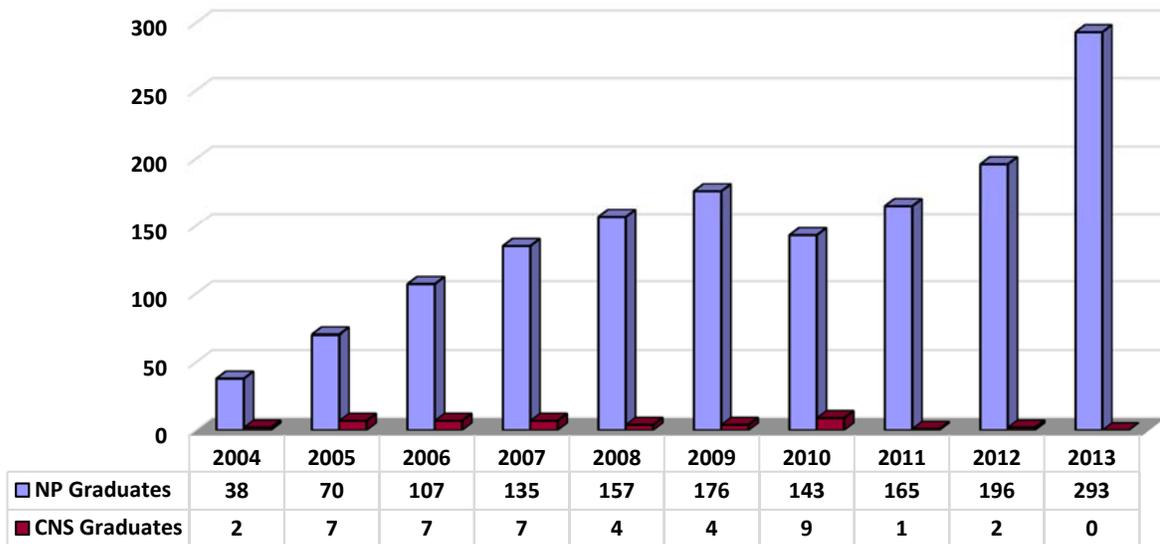
### DOCTORAL ADMISSIONS AND GRADUATES



### Advanced Practice Graduates

There were no Clinical Nurse Specialist graduates in 2013. CNS graduates have numbered less than 10 each year while graduates of nurse practitioner programs more than quadrupled from 38 in 2004 to 176 in 2009. In 2013 there were 73% more NP graduates with 293 graduating from either a master's degree (245), post-master's certificate (20) or doctoral degree (28).

### ADVANCED PRACTICE GRADUATES



## SUMMARY

The systematic and routine collection of nursing program data assists the Arizona State Board of Nursing, nursing programs, nurses, and the public in understanding nursing education enrollment trends. Such data informs public policy. The following trends were seen in the analysis of 2013 Arizona Nursing Program Annual Reports.

- Pre-licensure unfilled placements increased by 67%, with most of the openings in private programs.
- Pre-licensure admissions increased by (9%)
  - Baccalaureate (BSN) program admissions increased by 20%
  - Associate degree program admissions increased by 2.4%
  - Private RN programs admissions increased by 22%
  - Practical nursing (PN) program admissions increased by 12.5%
- There was a 28% decrease (811 students) in qualified students denied or deferred (waiting list). This is the largest decrease since collecting this data.
- While total RN graduates remained essentially unchanged, there was a decrease in associate degree graduates with a similar increase in bachelor degree graduates.
- 69.1% of all admitted students graduated on time,
- There was substantial growth in RN-BSN program admissions and graduates:
  - 39% increase in students admitted to RN-BSN programs
  - 28% increase in graduates of RN-BSN programs
- There was as substantial increase in graduate degree completion:
  - 35% increase Master degree graduates
  - 73% increase in Nurse Practitioner graduates
  - 100% increase in doctoral graduates.
- Diversity in both faculty and student populations are not representative of Arizona population demographics with the student population being more diverse than the faculty population.

This report provides additional evidence that Arizona is well positioned to meet shortages of nurses with basic RN preparation. With the decreasing number of programs and graduates, and a rapidly aging demographic profile, there may be shortages of LPNs in the future. The increasing number of nurses advancing their education in BSN and higher programs is encouraging in terms of sustainability of growth; these graduates will be educationally prepared to take faculty positions. There is evidence that Arizona is currently experiencing an over-abundance of new graduates (Randolph, 2014). Increasing enrollments in basic RN program may exacerbate the difficulties new graduates encounter in seeking employment

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**APPENDIX A  
ARIZONA NURSING  
PROGRAM OUTCOME INDEX©  
2013**

Mohave Community College LPN	194
University of Arizona	184
Yavapai College	179
Northern Arizona University	178
Arizona State University	177
Coconino Community College	175
Brown Mackie College - Tucson	174
Brown Mackie College - Phoenix	171
Estrella Mountain CC/Southwest Skill Center	171
Pima Medical Institute--Tucson	171
Northland Pioneer College	169
Pima Medical Institute-Mesa	169
East Valley Institute of Technology	167
Mohave Community College ADN	166
MaricopaNursing @ Estrella Mountain CC	164
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Brookline College - BSN	160
MaricopaNursing @ Mesa Community College	159
Pima Community College CTD	157
MaricopaNursing @ GateWay Community College	156
MaricopaNursing @ Scottsdale Community College	156
Arizona Western College	155
MaricopaNursing @ Glendale Community College	155
Chamberlain College	154
MaricopaNursing @ Paradise Valley CC	154
Central Arizona College	153
Gateway Community College Fast Track PN	149
MaricopaNursing @ Phoenix College	147
Everest College	145
MaricopaNursing @ Chandler-Gilbert CC	144
Pima Community College	144
Eastern Arizona College	138
Cochise College	131
Breckinridge School of Nursing/ITT Technical Institute	130
Fortis College	130
Carrington College	117
University of Phoenix	95
Arizona College	NA
Mean	152.6

The Program Outcome Index© is the program's self-reported "on-time" graduation rate plus the first time NCLEX pass rate within the calendar year. A maximum score of 200 is possible.