



WEST
VIRGINIA
BOARD OF
REGISTERED
NURSES

STATE OF NURSING EDUCATION REPORT

BASED ON THE NCLEX-RN PRE LICENSURE
NURSE EDUCATION PROGRAM SURVEY

2022
EDITION

PURPOSE

The purpose of this survey is to collect annual report data from all West Virginia pre-licensure nurse education programs. It provides an overview of the current state of nursing education in the state and offers valuable insights into trends for nursing workforce stakeholders.





METHODOLOGY

The survey was constructed from statistically identified quality indicators and warning signs based on results of a large mixed method research study of US prelicensure nursing programs conducted by the National Council of State Boards of Nursing, which included an integrative literature review; a national Delphi study with educators, regulators and those who practice with new graduates; a five-year quantitative study of NRB Annual Report data; and a five-year qualitative study of NRB site visit documents.

The survey was administered using Qualtrics software (Qualtrics, Provo, UT). The NRB distributed the survey link to each of its prelicensure nursing programs for completion. Each nursing program was allowed 30 days (or a time period specified by the NRB) to complete the survey. Once the NRB confirmed all nursing programs submitted their surveys, the survey was closed. NCSBN reviewed and verified data and compiled an aggregate report of the NRB's data.

EXECUTIVE SUMMARY

West Virginia (WV) NCLEX-RN pre-licensure nurse education programs continue to increase to meet WV registered nurse practice needs. In August 2107 there were 41 total programs (15 baccalaureates and 26 associate) compared to August 2022 when there were 62 total programs (21 baccalaureates and 41 associate), a 51.2% change increase in Board approved pre-licensure registered nurse education programs in 5 years. The annual NCLEX-RN pre-licensure nurse education programs survey was sent to 62 programs on August 1, 2022. A total of 25 WV higher education schools with 62 NCLEX-RN pre-licensure nurse education programs completed the survey. Overall response rate was 100%.

Need for more certificated simulation faculty.

Need for more accredited simulation centers

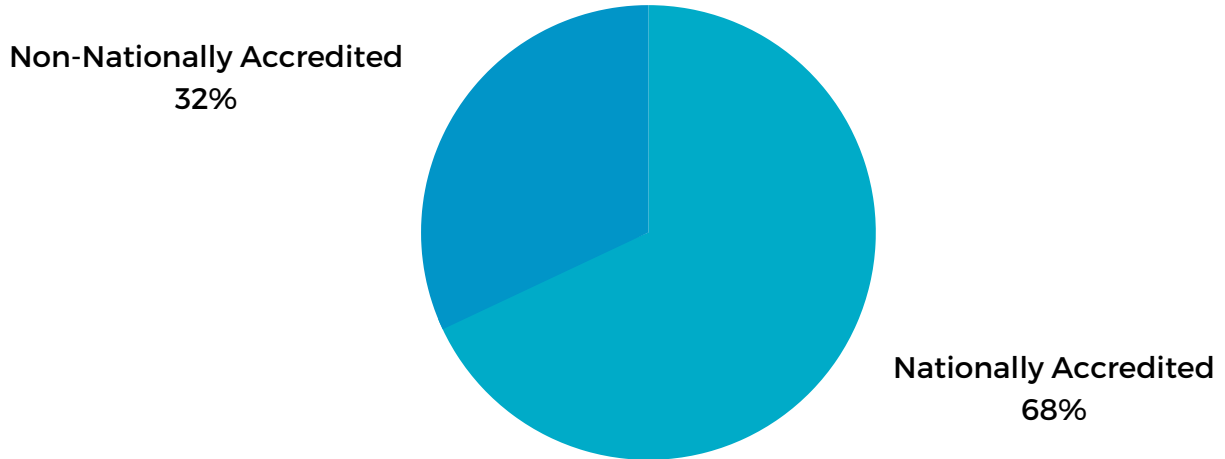
Need for more graduate-prepared faculty.

Need for more Paramedic to ADN and LPN-ADN programs

Need for development of program administrators and faculty.

PROGRAM DEMOGRAPHICS

During the 2021-2022 academic year, 68% (42) of WV nursing programs were nationally accredited and 32% (20) were non-nationally accredited.



Of the 20 non-nationally accredited programs, 19 were younger than 7 years. Regulatory guidelines and evidence-based quality indicators for nursing education say that programs younger than 7 years are high risk programs that may need additional oversight (Spector et. al., 2020). The West Virginia Board of Registered Nurses oversees new nursing education programs pursuant to its legislative mandates. This helps ensure that West Virginia's new nursing programs are monitored and given assistance while they are in the process of obtaining national accreditation.

The locations of nursing education programs show that a plurality of programs are located in rural areas (42%), followed by urban (29%), and suburban (29%). Geographic location is a self-identified variable and was decided by individual institutional respondents.

PROGRAM DEMOGRAPHICS

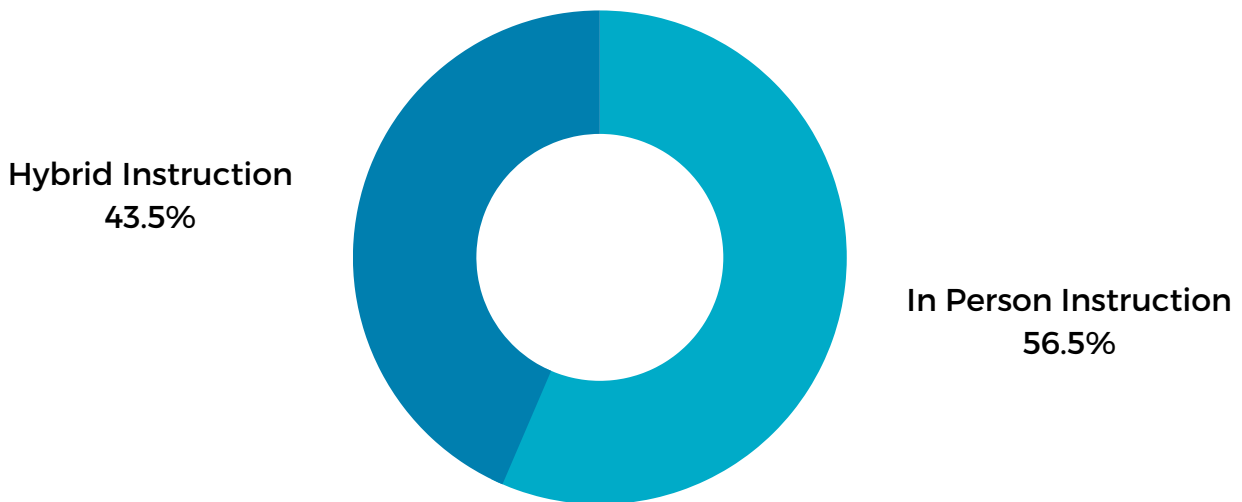
A majority of nursing programs in West Virginia are public institutions (56%; N=35), followed by private for-profit (23%; N=14), and private not-for-profit institutions (21%). When looking at types of programs, a majority are an associate degree granting institutions (65%; N=41). Nationally, The Robert Wood Johnson Foundation through its Future of Nursing reports has set national goals of increasing the amount of BSN nurses across the country.

TYPES OF NURSING PROGRAMS	
PROGRAM TYPE	%
ASSOCIATES DEGREE	65%
ACCELERATED ASSOCIATES	2%
BACHELOR'S DEGREE	27%
ACCELERATED BACHELORS	6%

58% (N=36) of programs report experiencing major organizational changes within the past year. The major changes experienced included new university leaders, economic efficiencies/budget reductions, collapsing programs, new assistant/associate directors, and other non-explained changes.

CURRICULUM AND THE CLASSROOM

A majority of programs (51.6%; 32) indicate their students are engaged in clinical experiences providing direct patient care 401-600 hours. The median direct patient care hours required by programs was 512.5 hours.



The majority of programs report utilizing semesters to divide coursework (74%; N=46), followed by quarters (15%; N=9), trimesters (8%; N=5), and other schedules (3%; N=2). Those who responded "other" utilized a time block schedule.

100% of programs report they utilize simulation techniques in their programs. Simulation is defined as a technique creating a situation or environment to allow persons to experience a representation of a real event for the purpose of practice, learning, evaluation, testing, or to gain an understanding of systems or human actions (Lioce et al., 2020).

73% of programs report having simulation faculty certified in healthcare simulation education by the Society for Simulation in Healthcare (SSH). Only 3% of programs report that their simulation lab is accredited by SSH.

CURRICULUM AND THE CLASSROOM

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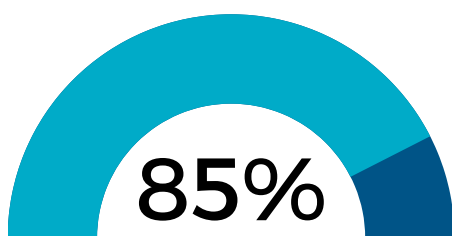
Direct Patient Care Hours	
Number of Hours	Number of Programs
0-200	2
201-400	13
401-600	32
Over 600	15

Student-to-faculty ratios for both didactic and clinical courses varied among programs. A majority of programs indicate their didactic courses had 16-30 students per faculty (61%; N=38), followed by 0-15 students per faculty (24%; N=15), and over 30 (15%; N=9). Overall, the median didactic faculty to nurse ratio was 24. Clinical faculty to student ratios ranged from 5 to 10 students per faculty member. Overall, the median clinical faculty to student ratio was 8.

100% (62) of programs report having a systematic evaluation plan in place for curriculum. Curriculum evaluation includes creating a systematic process of measurable outcomes based on standards and best-practice evidence, data collection at planned intervals, reporting of findings, and analysis for maintenance or needed changes to improve or exceed outcomes.

STUDENT DEMOGRAPHICS

The total number of students enrolled across all programs at the beginning of the 2022-2023 academic year was 3,526. 85% (53) of respondents report they have enrolled the maximum amount of students their programs can enroll. The maximum enrollment capacity reported across all pre-licensure registered nursing programs in the state is 4,467.



of respondents report maximum enrollment

3,526 SEATS FILLED
4,467 SEAT CAPACITY

The average age of a student enrolled across respondents during the 2022-2023 academic year ranged from 18 to 35. The average age of enrolled students among all programs is 24.2 years old.

The racial composition of students, much like the larger licensed nurse population, is primarily white (88%; N=3,105), followed by Multi Racial (2.1%; N=73), Other (2.0%; N=69), Asian (1.1%; N=38), American Indian or Alaska Native (0.3%; N=12), and Native Hawaiian or Other Pacific Islander (0.1%; N=5).

Ethnically, most students are not Hispanic, Latino, or Spanish in origin (97.9%; N=2,902).

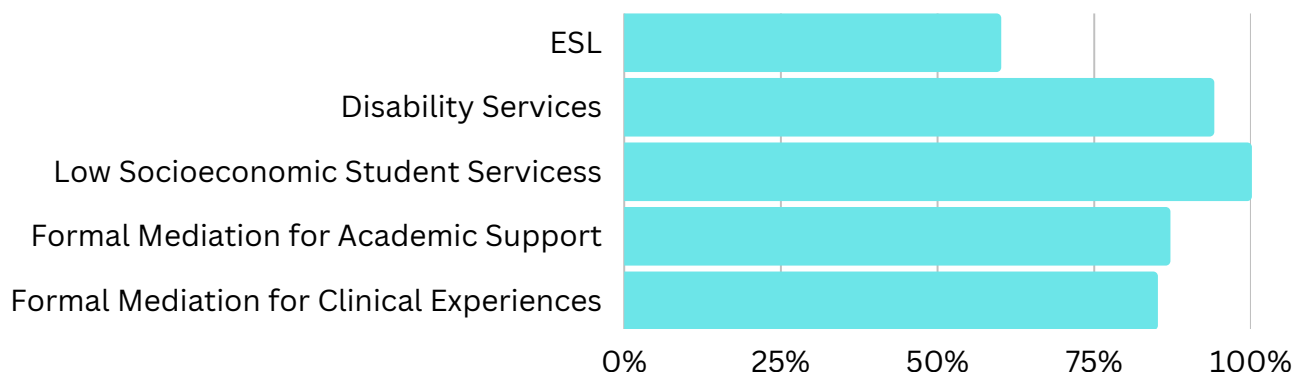
With regards to gender, most students are female (84.3%; 2,972), followed by male (14.5%; 510) and unknown (1.2%; 44).

STUDENT DEMOGRAPHICS

The total number of students who started in the last graduating cohort (August 2021 through July 2022) among all pre-licensure registered nursing programs is 1,505. Of this group of students, 955 graduated (63.5%). The total number of students who did not graduate and are still actively pursuing coursework across all programs is 212.

Programs indicate that the percentage of students who graduate on time from programs ranges from 23.81% to 100%. The median percentage of students graduating on time among all respondents was 52.39%.

Students at nursing programs in West Virginia are eligible for a wide variety of support services to facilitate learning and academic success. ESL services, which include services for non-native English speakers to allow students to practice reading, listening, speaking and writing in English, are offered at 94% of programs. Disability services, which include making reasonable accommodations for students who qualify under the Americans Disability Act, are offered at 94% of programs. Low socioeconomic student programs, which include access to services like peer monitoring, tuition assistance, work-study programs, books, etc, are offered at 100% of programs. Formal remediation for academic support is offered at 87% of programs. Formal remediation for clinical experiences, which help promote safe nursing practice, are offered at 85% of programs.

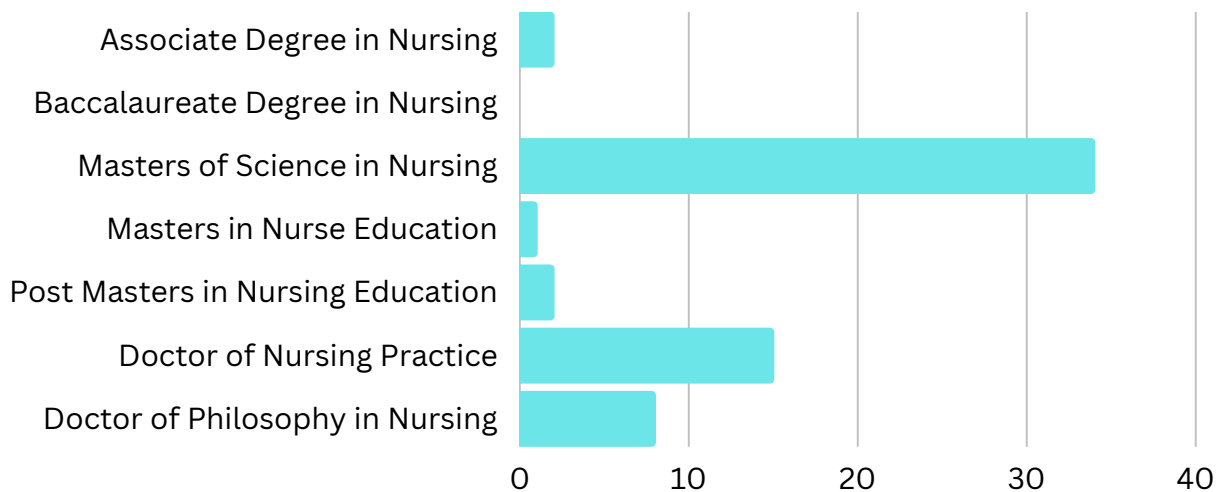


FACULTY DEMOGRAPHICS

The number of full-time faculty across all WV programs is 475. Additionally, there are 202 clinical adjunct faculty and 129 part-time faculty, for a total of 806 nursing faculty working at nursing programs in West Virginia.

The percentage of full-time faculty in nursing programs ranged from 12.5% to 100%. Regulatory guidelines and evidence-based quality indicators for nursing education identify pre-licensure registered nurse education programs with less than 35% full-time faculty as a warning sign (Spector, et al., 2020). There were 13 programs reporting less than 35% full-time faculty during the year. This was an increase from last year when there were 8 programs who had less than 35%.

When respondents were asked about the highest nursing degrees obtained by their nursing directors, most cited Master's of Science in Nursing (54.8%; 34).



33.9% (21) of nursing directors surveyed had degrees outside of nursing. Of those with non-nursing degrees, the most common was a Baccalaureate degree (7), followed by other master's degrees (4), associate degrees (3), doctor of philosophy (3), master of education (3), and doctor of education (1).

FACULTY DEMOGRAPHICS

Nursing program director changes reported in the past 5 years ranged from 1 to 6 changes. One program reported they had 6 directors in 5 years. Regulatory guidelines and evidence-based quality indicators for nursing education identify programs with more than 3 directors within 5 years as warning signs (Spector et al., 2020).

13% (N=8) of programs reported their nursing director had administrative responsibility for allied health professions, an increase from last year's 2% reporting the same. 10% (N=6) of programs reported they had an assistant or associate program director.

94% (N=58) of programs reported they had dedicated administrative support for general office management such as answering phones and doing clerical work and a variety of other tasks.

Formal orientation and mentoring were offered by 90% (N=56) of programs for full-time faculty. Formal orientation was offered for new adjunct faculty and new part-time faculty by 90% of programs.

97% (N=60) of programs report having support devoted to faculty development. Faculty development support included monetary, substantive periodic workshops, and other support (i.e. paid workloads, webinar series, grants, membership fees, workshops, consultants, subscriptions, certification prep courses, and simulation courses).

NURSING PROGRAM OUTCOMES

Program outcomes among respondents across all programs varied per W.Va. code of legislative rule 19-01.

- Licensure exam passing rates ranged from 41.6% to 100%. The 2022 WV NCLEX RN passage rate was 84.52% (1081 out of 1279 passing). The median licensure passage rate for 2022 was 83.95% among all programs.
- Graduation rates ranged from 12.5% to 100%. The median graduation rate in 2022 was 74.3%.
- Attrition rates ranged from 3% to 60%. The median attrition rate was 14.3% in 2022.
- Graduate employment rates ranged from 50% to 100%. The median employment rate among all programs in 2022 was 100%.

KEY QUALITY INDICATORS

When reviewing the results of this survey against key quality indicators, nursing programs in WV are not meeting the standards. The following is a list of summary percentages across all programs not meeting the published key quality regulatory guidelines (Spector et. al. 2020)

- 32.2% of nursing programs in WV are not accredited.
- 38.7% of nursing programs in WV do not have full approval.
- 41.9% of nursing programs in WV have experienced major organizational changes.
- 1.6% of nursing programs in WV had nursing director turnover greater than 3 in the last 5 years.
- 4.8% of nursing programs in WV reported that students spent less than 50% of their time experiencing direct patient care.
- 24.2% of nursing programs in WV had less than 35%, full-time faculty.
- 64.5% of nursing programs in WV had a graduation rate of less than 70%.
- 38.7% of nursing programs in WV were younger than 7 years old.

REFERENCES

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