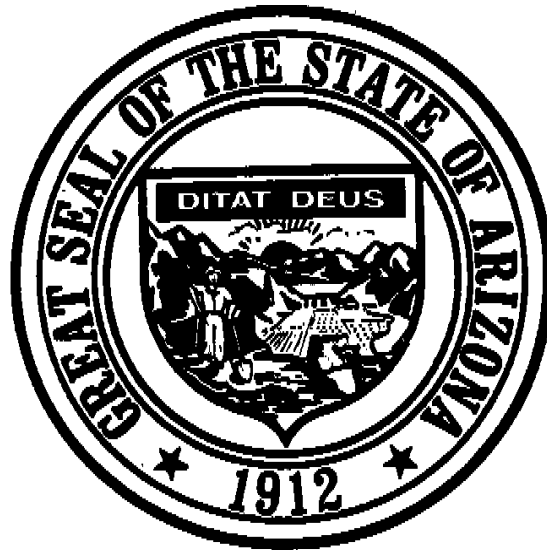


ARIZONA STATE BOARD OF NURSING

Doug Ducey
Governor

Joey Ridenour
Executive Director



SUMMARY AND ANALYSIS OF ANNUAL REPORTS FROM ARIZONA NURSING EDUCATION & REFRESHER PROGRAMS

Calendar Year 2016

ARIZONA STATE BOARD OF NURSING
SUMMARY AND ANALYSIS OF
ANNUAL REPORTS FROM ARIZONA NURSING
EDUCATION PROGRAMS
CALENDAR YEAR 2016

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Arizona State Board of Nursing

SUMMARY AND ANALYSIS OF ANNUAL REPORTS FROM ARIZONA NURSING EDUCATION PROGRAMS Calendar Year 2016

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. This year the 2016 report is prepared by both the Education Board staff and members of the Education Committee. Collaboratively, the Education Department and Education Committee are working to provide the most accurate and evidence-driven information about the state of the state of nursing education in Arizona. Our current goal is to examine the previous reports and update the presentation of key data, add new data elements and delete those data that are no longer relevant. As always, our goal is to provide the most relevant data to support the planning and evaluation of nursing education in Arizona.

During 2017, members of the Education Department and the Education Committee evaluated potential opportunities to increase our evidentiary levels of education regulation and also form data-partnerships with accrediting organizations. Specifically, Education Committee members identified potential opportunities to reframe our data collection template to include metrics for ACEN, CCNE and workforce initiatives. Our intent is to revise the data collection template for 2017 data that will allow schools and colleges to use data collected for multiple reports rather than creating separate reports. Beginning collection in 2018, for 2017 data, we will be using electronic survey methodology and download the data to an Excel format. Each school will receive aggregated Arizona data and their school data and be able to format it as desired. The data for 2016 is based on the previous template. The 2016 data is in an abbreviated form and is limited in scope. If there is additional data that you are looking for, please contact the Education Department and we will do our best to get the data for you if it is available.

In this report, we have started to formally integrate the national CORE (Commitment to Ongoing Regulatory Excellence) (Appendix 1.) information into our annual summary. CORE is a comparative performance measurement and benchmarking process for boards of nursing. Its purpose is to develop and promote measures to track effectiveness and efficiency of nursing regulation nationally, as well as on an individual board of nursing level, to assist boards in improving regulatory performance and accountability.

Core measures are derived from surveys of boards of nursing and three external stakeholder groups; nurses, employers, and educators. Data from these surveys are used to operationalize

measures of outputs and outcomes for each of the four pillars of nursing regulatory board programs: practice, nursing education, licensure and discipline. Data are intended to help boards of nursing track their performance over time, as well as compare their own performance against that of other boards of similar size and structure.

Finally, the Arizona State Board of Nursing has reviewed the recent work of NCSBN (National Council of State Boards of Nursing) leaders and their *Regulation 2030* Initiative (Benton, 2017) and the futuristic journey to a more contemporary and effective approach to nursing regulation. The NCSBN *Analysis and Priorities: Developing a Modern, Effective Regulatory Framework* (Benton, 2017), will be examined carefully by the Education Department and the Education Committee in the next 18 months to assess the research program based on collaboration, performance measures and metrics, governance and data and technology.

BACKGROUND: ANNUAL REPORTS DATA

Since 2001, the Arizona State Board of Nursing (Board) has requested that pre-licensure nursing programs 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. Each annual report has published these data for the calendar year.

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 RN programs with an optional PN certificate.
- 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 are included in this report.

**Arizona State Board of Nursing
Education Data 2014-2016**

	2014	2015	2016	2017	2018
Total Program Enrollment (RN/PN)	7400	7091	6861		
Registered Nurse Enrollment	6929	6740	6568		
Practical Nurse Enrollment	471	351	293		
Nursing Program Admissions					
Total Nursing Program Admissions	4369	4134	4672		
Total Nursing Program Capacity		4702	4863		
Total Nursing Program Offers		4636	4672		
Total Unfilled Placements	373	345	370		
RN		296	304		
PN		49	66		
Public		205	198		
Private		146	172		
RN Program Admissions					
First Clinical course	3812	3611	3517		
Associate Degree	2077	2046	2026		
Baccalaureate Degree	1735	1565	1491		
RN Public admissions	2472	2465	2497		
RN Private admissions	1340	1146	1020		
PN admissions	366	374	372		
Qualified PN applicants; not admitted	174	92	92		
Graduates all programs	3283	3507	3403		
RN	2897	3242	3125		
PN	386	265	278		
RN Graduates by degree type Total	2987	3242	3125		
A.D.N.	1609	1732	1744		
Baccalaureate	1378	1510	1381		
On Time Graduation RN			71.51%		
Graduated	2496	2774	3677		
Dropped	680	576	513		
Persisting	583	493	581		
NCLEX RN					
Graduates	2987	3242	3125		
Takers	2817	3272	3105		
Passers	2535	2853	2677		
% Pass	90%	87%	86.92%		
Faculty					
Full time	396	390	384		
Part time	821	1123	1206		
Faculty/Student ratio	1:21 av.	1:21 av.	1:21		
Vacancies: Full time	19	21	25		
Vacancies: Part time	14	6	11		

Graduate Programs					
Admissions	564	1249	2804		
MS Graduations	620	1318	489		
Doctoral Admissions	216	300	304		
Doctoral Graduations	96	129	147		
Advanced Practice graduates					
NP	293	311	386		
CNS	0	3	6		

REFRESHER PROGRAMS

In 2004, the Arizona State Board of Nursing implemented a requirement for 960 hours of nursing practice within the previous 5 years (equivalent to 6 months full time) to renew an RN or LPN license. Renewing nurses are asked to sign a statement testifying that they practiced for this number of hours, at a minimum, and provide the practice setting. The Board interprets “practice” consistent with the statutory definitions of registered and practical nursing (A.R.S. § 32-1601) which includes indirect patient care activities. Nurses engaged in consulting, recruiting nurses, teaching, coordinating care and supervision of nursing or nursing related services would meet the practice requirement. “Practice” also includes providing nursing services in a volunteer capacity and any employment where the license is required or recommended. If a nurse does not have the required hours of practice, the nurse may either inactivate the license or enroll in a refresher course. Arizona State Board of Nursing maintains a list of approved refresher courses, and these entities have been surveyed since 2006 to ascertain their contribution to the workforce.

In 2013, refresher program regulations were changed to require programs to ensure that they did not enroll students without the necessary clinical placements. This has resulted in many of the distance programs requiring students to obtain clinical placement prior to enrollment. Also during 2013-2016, programs reported increasing difficulty with “Board-ordered” refresher students when the order was to remediate sub-standard nursing practice. Difficulties with this population included: frequent class disruptions, attitude issues on the part of the students, safety concerns for faculty and patients, difficulty securing insurance, and difficulty placing the student in clinical facilities. As a result, most Arizona-based programs are limiting enrollment of such students.

2016

Five RN and three LPN refresher programs reported enrollments in 2016. Reporting RN programs included: Pima Community College Center for Training and Development (CTD), GateWay Community College, Mesa Community College, Mohave Community College, South Dakota State University and MedStar Academy. Reporting LPN programs included: GateWay Community College, Mohave Community College, and South Dakota State University. There were 11 programs that reported admissions in 2016 compared to eight programs in 2015. Programs not admitting students included Northland Pioneer College RN program, Pima Community College CTD LPN program, and Innovative Academic Solutions LPN program.

There were a total of 225 persons enrolled in a nurse refresher course program in both 2015 and 2016. One hundred and twenty (120) students graduated in calendar year 2016 and 50 are continuing at the normal pace (172), indicating that 76% of students (172/225) students are either

successful (graduated) or have the potential for success (still enrolled at the recommended pace). This is within the previous range of success rates (76-96%) and the same as the success rate in 2015. Thirty-five students (15%) were lost to a program either through failure or withdrawal. Seven RN students and two PN students are persisting in the program but lag behind the recommended pace. Trended data on the chart below reveals that since 2012 rates of enrollment (250-216), graduation (146-107) and attrition (47-20) have remained relatively stable.

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.

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).

ARIZONA NURSING PROGRAM OUTCOME INDEX© 2016

Arizona College	153.57
Arizona State University	173.58
Arizona Western College	144.92
Brookline College - BSN	143.24
Carrington College	149.51
Central Arizona College	161.59
Chamberlain College	142.76
Cochise College	158.04

Coconino Community College	169.21
East Valley Institute of Technology	195.83
Eastern Arizona College	160.91
Fortis College	143.20
Gateway Community College Fast Track PN	155.02
Grand Canyon University	157.99
MaricopaNursing @ Chandler-Gilbert CC	169.45
MaricopaNursing @ Estrella Mountain CC	169.13
MaricopaNursing @ GateWay Community College	158.02
MaricopaNursing @ Glendale Community College	157.64
MaricopaNursing @ Mesa Community College	157.19
MaricopaNursing @ Paradise Valley CC	170.54
MaricopaNursing @ Phoenix College	146.53
MaricopaNursing @ Scottsdale Community College	148.95
Mohave Community College ADN	150.90
Mohave Community College LPN	161.41
Northern Arizona University	172.99
Northland Pioneer College	149.97
Pima Community College - West Campus	133.30
Pima Community College CTD	143.42
Pima Medical Institute - Mesa Campus	168.84
Pima Medical Institute - Tucson Campus	156.72
University of Arizona	187.55
University of Phoenix	120.24
Yavapai College	166.99

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.

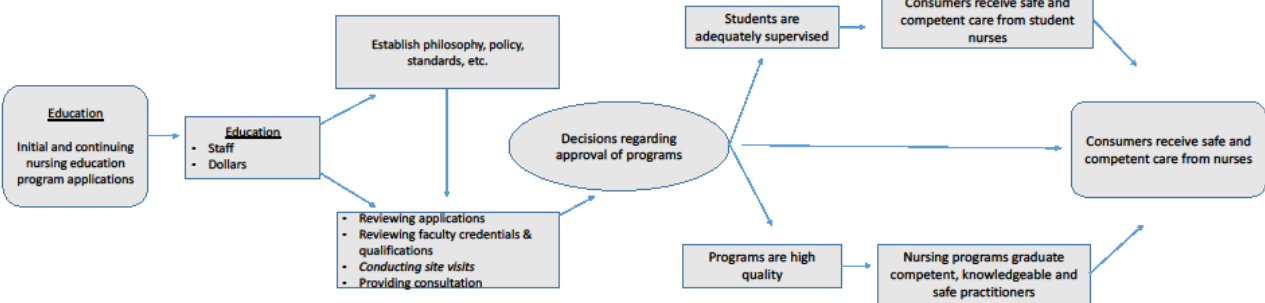
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Appendix 1. CORE Logic Model



DEFINITION OF TERMS	
Total Enrollment	The number of students enrolled in a pre-licensure nursing program.
Total Admissions	The number of students admitted to the first session of a nursing program, regardless of whether it was fall, spring, or summer.
Students Offered Placement	The number of students offered a placement in an admission cohort.
Students Registered for the First Clinical Course	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.
Students Registered Who Did Not Attend	The number of students who registered for the first nursing clinical but never attended classes.
Open Placements in the First Nursing Clinical Course on the First Day of Class	The number of placements that were not filled on the first day of classes; this includes those who registered but did not attend.
Qualified Applicants Not Admitted to the Session for Which They Applied:	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.
Advanced Placement Admissions:	The number of students, usually LPNs, admitted to a session, other than the first clinical session, of an RN program.
Capacity	The total number of student placements available in a nursing program.
On-time graduation	The number of students who graduated in the time-frame of the published curriculum plan.
Repeated or dropped back	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.
Faculty	Has the same meaning as R4-19-204—anyone teaching didactic and/or clinical nursing courses regardless of educational preparation or title.
Readmission	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 first admission cohort.

Session	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.
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Arizona State Board of Nursing
 Education Department
 Commitment to Ongoing Regulatory Excellence (CORE) Re-Survey 2017
 26 responses/ 47 sent (55% response rate)

Note: Percentages reflect both excellent and good responses

Note: **Yellow** highlight indicate potential areas of accomplishment or opportunity

1. Rate the performance of the Board of Nursing in each of the following areas:

	AZ	All boards
a. Assuring accountability of nurses	96%	
b. Promoting quality of education	96%	89.9%
c. Responding to health care changes	85%	
d. Addressing emerging issues	77%	
e. Assuming the competence of practicing nurses	96%	

2. To what extent do you understand the scope and / legal limits of nursing practice as defined by the Nurse Practice Act related to state statutes?
 - a. 69.2% Fully understand

3. Rate your state's nurse practice act in terms of being current and reflecting state of the art of nursing in each of the following areas:

a. Discipline	88%	
b. Licensure	92%	
c. Education	92%	81.3%
d. Practice	88%	

4. Are the board of nursing's guidelines and regulations regarding supervision of student nurses adequate to assure safe and competent care?
 - a. Adequate **96.2%** 89.3%

5. Rate the board of nursing's performance in the initial and ongoing review of approval processes with regards to the following:

a. Consultant regarding pertinent rules/ regulations	88%	85.3%
b. Notification of board visits	88%	89.5%
c. Communication with board staff	88%	84.9%
d. Timeliness in feedback provided	85%	81.6%
e. Usefulness of feedback provided	88%	86.4%
f. Fairness / objectivity of board findings	81%	86.2%
g. Due process to for disagreements regarding findings	77%	80.2%

6. Rate the Board of Nursing's overall performance in conducting the program review or approval process
 - a. Excellent / Good 88.5% 88.6%

7. During the past 24 months, has your nursing program received sanctions or been the subject of additional monitoring by the Board of Nursing?
 - a. Yes (10/47) 38.5%

8. If you answered YES to #7, indicate whether you agree or disagree with the following statements regarding sanctions or monitoring of your program by the Board of Nursing:
- a. The Board of Nursing kept the program informed throughout the process (9/13) Agree 69%
 - b. The Board of Nursing acted in a timely manner (11/13) Agree 86%
 - c. The process used by the Board of Nursing to investigate and resolve problems was fair (11/13) Agree 86% 88.2%
9. In the past 24 months has faculty or students reported information on nurses whose practice has led to near misses or patient harm?
- a. Fairly often 3.8% 0.08%
10. Does your nursing program emphasize a culture of safety such as the Just Culture that promotes the reporting of errors without the fear of retribution?
- a. Yes 92.3%
11. Which of the following do you reference with making decisions regarding nursing practice and education? Check all that apply.
- a. Nursing practice law and rules 100.0%
 - b. Board newsletter 38.5%
 - c. Board website 88.5%
 - d. Association newsletter/magazine 26.9%
 - e. Association website 30.8%
 - f. Personal communication with a board or staff member 76.9%
 - g. Public meeting/ educational workshops 61.5%
 - h. Public hearings 15.4%
 - i. Other (National standards, Accrediting agency, statewide associates reports) 11.5%
12. During the past 24 months have you attended a Board of Nursing presentation, webinar, workshop, conference, Board meeting etc.?
- a. Yes 80.8%