



# Nursing Education and Workforce Advisory Committee Meeting

**SUPPLEMENTAL MEETING MATERIALS FOR AGENDA ITEM 7.0**

March 5, 2025

# NCSBN's Annual Report Program

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California-RN Board of Nursing

March 5th, 2025

# Objectives

1. Discuss NCSBN's Annual Report Program.
2. Analyze how the Annual Report Program benefits BONs and educators.



## Background

Why did we study  
quality indicators of  
nursing education  
programs?



NCSBN's Board of Directors requested the development of quality indicators for nursing education programs that would be legally defensible and evidence-based.

# Annual Report Program: Background

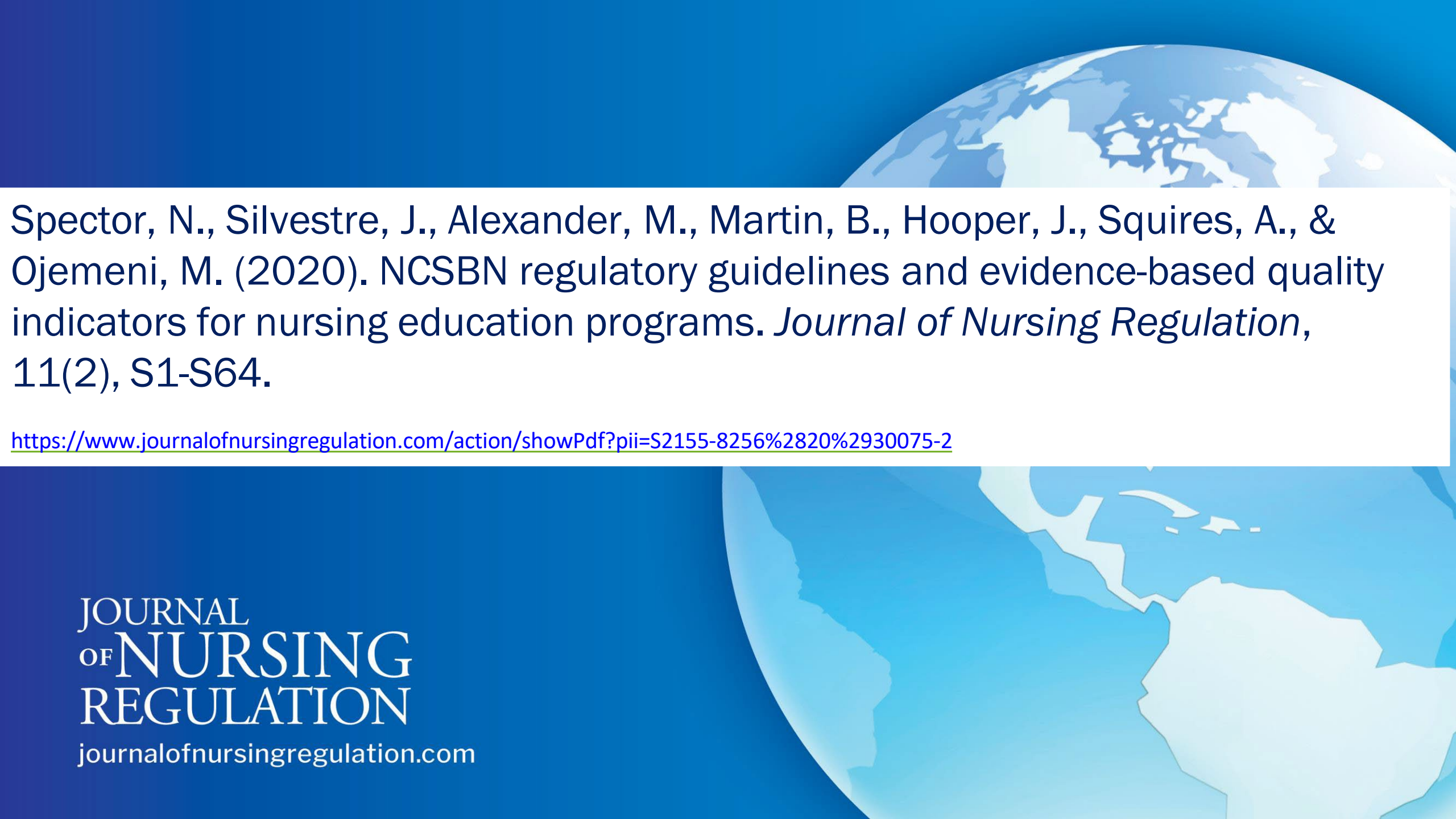


# Qualitative Site Visit Study

State Regulatory Context:

Approval improves standards!



A stylized, light blue globe is positioned in the upper right corner of the page, showing the continents of North and South America. The background is a solid dark blue color.

Spector, N., Silvestre, J., Alexander, M., Martin, B., Hooper, J., Squires, A., & Ojemeni, M. (2020). NCSBN regulatory guidelines and evidence-based quality indicators for nursing education programs. *Journal of Nursing Regulation*, 11(2), S1-S64.

<https://www.journalofnursingregulation.com/action/showPdf?pii=S2155-8256%2820%2930075-2>

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OF NURSING  
REGULATION

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# NURSING EDUCATION

## Approval Guidelines

Results of comprehensive study reviewed by:

- Regulators
- Educators
- Attorneys
- Researchers

At least 2 of the 4 national studies must have provided evidence for each quality indicator.

The background features a complex network of glowing lines in shades of blue, green, and yellow, creating a sense of depth and digital connectivity. A dark blue horizontal banner is positioned across the middle of the image, containing the title text in white.

# NURSING EDUCATION Approval Guidelines

- Alaska
- Arizona
- Arkansas
- Delaware
- Georgia
- Guam
- Idaho
- Indiana
- Illinois
- Iowa
- Kansas
- Kentucky
- Michigan
- Minnesota
- Mississippi RN
- Mississippi PN
- Missouri
- Montana
- Nebraska

# Annual Report

## Jurisdictions

- Nevada
- New Jersey
- North Carolina
- North Dakota
- Northern Mariana Islands
- Ohio
- Oklahoma
- Oregon
- South Carolina
- South Dakota
- Tennessee
- Texas
- Virginia
- Washington
- West Virginia - RN
- Wyoming



## Types of Programs:

- LPN/VN
- Diploma
- Associate's (ADN)
- Bachelor's (BSN)
- Accelerated BSN
- Master's Entry

# Demographics

- Geographic location
- Institutional ownership
- Learning modalities
- Simulation clinical experiences offered
- Administrative responsibility for allied health
- Assistant/associate director
- Dedicated administrative support
- Orientation: adjunct, part-time, full-time faculty
- Mentoring of full-time faculty



# Benchmarking: Key Quality Indicators

- Accreditation
- Approval status
- NCLEX trends
- Major organizational changes
- Director turnover
- Less than 50% direct patient care in all courses
- Less than 35% full-time faculty
- Less than 70% graduation rates
- Younger than 7 years
- Credentials of faculty
- Credentials of program director



# Benchmarking: Other Quality Indicators

- Disability support
- Services for low socioeconomic students
- Services/resources for non-native English-speaking students
- Remediation for low academics
- Remediation for students making errors/near misses
- Certified simulation faculty
- Accreditation of simulation labs





# Benchmarking: Clinical Hours

- Direct patient care hours
- Simulation hours
- Skills lab hours



# How does this work?

- BON will send programs the link and pdf of the survey.
- Programs have 30 days (depending on the state) to complete the survey, unless otherwise instructed.



# How does this work?

- Any questions about the survey go to NCSBN – contact email in the directions.
- NCSBN may contact programs with questions as they clean and verify the data with the programs.



# How does this work?

- Program completes for each NCLEX code.
- All core questions are required.
- Program may go back and make changes until the survey is submitted.
- Responses are automatically saved; when they return, must use the same computer and browser.



# Your report

- Depending on the amount of data verification, about 3 weeks after the programs have all submitted.
- Graphs, tables and matrices with each question.



Washington Official Annual Prelicensure Survey Report  
January 7, 2022

Full Name of Program	Mailing Address of the Program	City	State	Zip Code	First and Last Name of Person Completing Form	Direct Phone # of Person Completing Form	Email Address of Person Completing Form	NCLEX Program Code
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## Summary of Programs not Meeting Key Quality Indicators

<u>Program Name</u>	<u>Not Accredited</u>	<u>Without Full Approval</u>	<u>Experienced Organizational Changes</u>	<u>Director Turnover</u>	<u>Less Than 50% Direct Care</u>	<u>Less Than 35% Full-time Faculty</u>	<u>Less than 70% Graduation Rates</u>	<u>Younger Than 7 Years</u>
[REDACTED]		X						
[REDACTED]							X	
[REDACTED]		X					X	
[REDACTED]			X				X	
[REDACTED]		X	X				X	X
[REDACTED]			X					
[REDACTED]			X				X	
[REDACTED]							X	
[REDACTED]						X		
[REDACTED]						X	X	
[REDACTED]					X	X	X	
[REDACTED]						X		X
[REDACTED]			X					



# The Impact of the Annual Report Program



# Shared With Other Entities

State  
Workforce  
Center

Published on  
website

Employers

Center for  
Nursing  
Advancement

Statewide  
Workforce  
Publications

Internal office

Education  
Dashboards on  
our website

Center for  
Nursing

AONL

LeadingAge

# Using this Database

- “Student enrollment, faculty numbers and clinical hours are hot topics in our state.”
- “Diversity, dean/director turnover, admissions, retention/attrition...”
- “Enrollment numbers were used to support legislation for grants for nursing students.”
- “We provided these data to the state library for legislators to use.”



# Using this Database (Continued)

- “We are taking a closer look at part-time and adjunct faculty.”
- “Benchmarking, such as for direct patient care hours.”
- “Three programs were below the 35% full-time faculty quality indicator. They used these data to request additional faculty.”

# What Does the Future Bring?

- Eventually all the BONs will join – *first* national nursing education database!
- International regulatory agencies have expressed interest in joining.
- Developing dashboard for illustrating aggregate findings.

# 2022 Nursing Education in US: Program Overview

Report Period

All

Degree

All

Community

All

Ownership

All

Enrollment

All

Clear All Filters

Program

[Program Overview](#)

[Quality Indicators](#)

[NCLEX Pass Rate](#)

[Clinical Hours](#)

[Accredited](#)

[Changes](#)

[Resources](#)

Students

[Student Overview](#)

[Coursework](#)

[Funnel](#)

Faculty

[Faculty Overview](#)

[Support](#)

[Program Director](#)

[Director Overview](#)

**1,649**

Programs  
Surveyed

**33**

Member Boards  
Surveyed

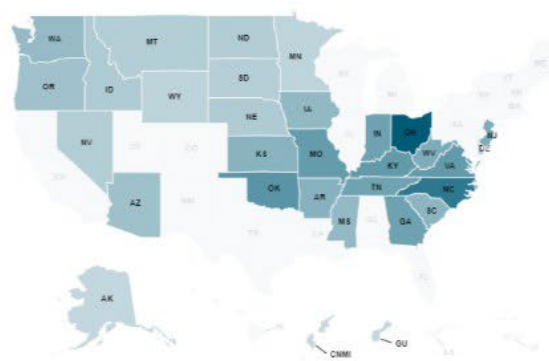
**201,199**

Students  
Enrollment

## About the Participating Programs

In 2022 NCSBN Surveyed nursing education programs across the U.S. and its territories. This dashboard highlights trends on quality indicators, remediation, NCLEX pass rates and more.

### Participation Across the U.S. & Territories

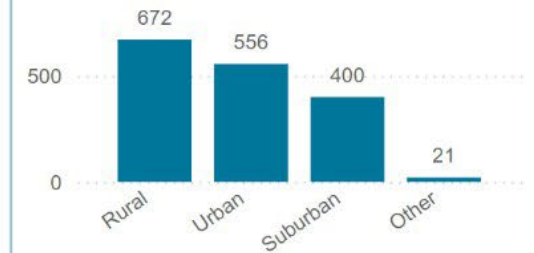


Show by County

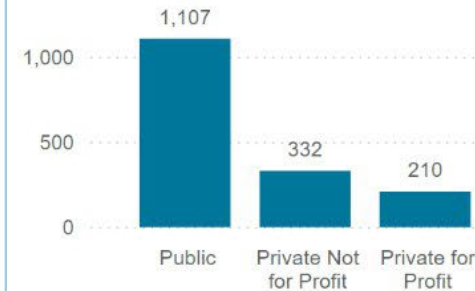
### Program Degrees

Associate's	600	36.4%
LPN/VN	513	31.1%
Bachelor's	489	29.7%
Master's	25	1.5%
Diploma	22	1.3%

### Program Community



### Program Ownership



### Program Student Enrollment

< 25	303	18.4%
26 - 50	327	19.8%
51 - 100	376	22.8%
101 - 250	437	26.5%
251 - 400	120	7.3%
401+	86	5.2%

**82.7%**

NCLEX  
Pass Rate

**68.4%**

Graduation  
Rate

**1,040**

Accredited  
Programs

**37.2%**

Full Time to  
Staff Ratio



# This is a Win-Win Situation

Not only do we complete consistent, evidence-based annual reports for BONs - but we are creating the first-ever nursing education database!



[nspector@ncsbn.org](mailto:nspector@ncsbn.org)



# NURSING EDUCATION **Approval Guidelines**



**NCSBN**  
Leading Regulatory Excellence





# Guidelines for Prelicensure Nursing Program Approval

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## NCSBN Approval Guidelines for BONs

**Scope and Purpose:** The following guidelines are meant to guide:

1. BONs and other nursing regulatory bodies (NRBs) in their approval of prelicensure nursing education programs in meeting regulatory standards.
2. The collection of annual report data from prelicensure nursing education programs.
3. Site visits to nursing education programs when warning signs have been identified.

### Level of Nursing Education Programs:

Prelicensure RN and PN/VN nursing education programs.

### Guideline Development

An Expert Panel consisting of representatives from the BONs, the College of Nurses of Ontario, the National League for Nursing, the American Association of Colleges of Nursing, the Organization of Associate Degree Nursing and NCSBN staff developed the guidelines from a literature review and three landmark national studies of nursing education outcomes and metrics that were conducted and analyzed by NCSBN.



## Expert Panel

<p><b>Maryann Alexander, PhD, FAAN</b> Chief Officer, Nursing Regulation, NCSBN</p>	<p><b>Donna Meyer, MSN, ANEF, FAADN, FAAN</b> CEO, Organization of Associate Degree Nursing</p>
<p><b>Janice Brewington, PhD, RN, FAAN</b> Director, Center for Transformational Leadership, Chief Program Officer, National League for Nursing</p>	<p><b>Bibi Schultz, MSN, RN, CNE</b> Director of Education Missouri State Board of Nursing</p>
<p><b>Rebecca Fotsch, JD</b> Director, State Advocacy and Legislative Affairs, NCSBN</p>	<p><b>Anne Marie Shin RN, MN, MSc (QIPS)</b> Manager, Education Program, College of Nurses of Ontario</p>
<p><b>Janice I. Hooper, PhD, RN, FRE, CNE, FAAN, ANEF</b> Nursing Consultant for Education, Texas Board of Nursing</p>	<p><b>Josephine H. Silvestre, MSN, RN</b> Senior Associate, Regulatory Innovations, NCSBN</p>
<p><b>Nicole Livanos, JD</b> Senior Associate, State Advocacy and Legislative Affairs, NCSBN</p>	<p><b>Nancy Spector, PhD, RN, FAAN</b> Director, Regulatory Innovations, NCSBN</p>
<p><b>Elizabeth Lund, MSN, RN</b> Executive Director, NCSBN Board of Directors, Tennessee Board of Nursing</p>	<p><b>Joan Stanley, CRNP, FAAN, FAANP</b> Chief Academic Officer, American Association of Colleges of Nursing</p>
<p><b>Brendan Martin, PhD</b> Associate Director, Research, NCSBN</p>	<p><b>Crystal Tillman, DNP, RN, CPNP, PMHNP-BC, FRE</b> Director of Education and Practice, North Carolina Board of Nursing</p>

# The Guidelines

These guidelines have been developed at the request of nursing regulatory bodies (NRBs) who requested evidence-based criteria for the prelicensure nursing education program approval process. The guidelines are based on both quantitative and qualitative data that emerged from three groundbreaking national studies<sup>1</sup> and a literature review conducted by NCSBN to learn about quality indicators of nursing education programs, as well as warning signs. These guidelines are meant to help both NRBs as well as nursing education programs. It is hoped that these will increase collaboration between regulators and educators, allow for transparency in the approval process, help NRBs avoid antitrust issues, and provide criteria which allow the NRB to intervene prior to a program falling below standards.

## Definitions

- 1. Approval of nursing education programs** – Official recognition of nursing education programs that go through a systematic approval process implemented by U.S. BONs, thus meeting regulatory standards and being able to make their students eligible to take the nursing licensure exam. In most states, the approval process will be designated as full approval when all requirements are met; conditional or probationary or other designations when some, but not all of the requirements are met; or approval removal when programs fail to correct cited deficiencies. (adapted from Spector et al., 2018)
- 2. Graduation rates** – Number and percentage of degree-seeking students who graduate within the normal program time. (Reyna, 2010, p. 10)
- 3. Metrics** – For the purposes of this report, those measures that are used when evaluating the outcomes, quality and warning signs of nursing programs.
- 4. Outcomes** – The behaviors, characteristics, qualities, or attributes that learners display at the end of an educational program (Gaberson et al., 2015, p. 18).
- 5. Quality clinical experiences** – Either in face-to-face clinical experiences or in simulation, under the oversight of an experienced clinical instructor, the intentional integration of knowledge, clinical reasoning, skilled know-how and ethical comportment across the lifespan (adapted from Benner et al., 2010).
- 6. Warning signs** – Negative indicators when a program is beginning to fall below the standards of graduating safe and competent students.

## Warning Signs

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1. Complaints to BONs or other NRBs from students, faculty, clinical sites or the public.
2. Turnover of program directors; More than three directors in a five-year period.
3. Frequent faculty turnover/cuts in numbers of faculty.
4. Trend of decreasing NCLEX® pass rates.

## High-Risk Programs That May Need Additional Oversight<sup>2</sup>

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Prelicensure programs younger than seven years.

## Quality Indicators

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### Administrative Requirements

1. The program has criteria for admission, progression and student performance.
2. Written policies and procedures are in place and have been vetted by faculty and students.

### Program Director

1. The program director of an RN program is doctorally prepared and has a degree in nursing.
2. The program director of a PN/VN program has a graduate degree and a degree in nursing.

### Faculty

1. At a minimum, 35% of the total faculty (including all clinical adjunct, part-time, or other faculty) are employed at the institution as full-time faculty.
2. In RN programs, faculty hold a graduate degree.
3. In PN programs, faculty hold a BSN degree.
4. Faculty can demonstrate they have been educated in basic instruction of teaching and adult learning principles and curriculum development. This may include the following:
  - a. Methods of instruction;
  - b. Teaching in clinical practice settings;
  - c. Teaching in simulation settings;
  - d. How to conduct assessments, including test item writing; and
  - e. Managing “difficult” students.
5. Faculty can demonstrate participation in continuing education related to nursing education and adult learning pedagogies.

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<sup>2</sup> Additional oversight may include progress reports every six months related to the number of students, faculty qualifications, stability of the program director, NCLEX® pass rates, in addition to the regularly collected annual reports. If there is concern, the BON may make a focused visit to the program to make recommendations.

6. The school provides substantive and periodic workshops and presentations devoted to faculty development.
7. Formal mentoring of new full-time and part-time faculty takes place by established peers.
8. Formal orientation of adjunct clinical faculty.
9. Clinical faculty have up-to-date clinical skills and have had experience in direct patient care in the past 5 years.
10. Simulation faculty are certified.

### **Students**

1. The nursing program should ensure the following are in place to assist students:
  - a. English as a second language assistance is provided.
  - b. Assistance is available for students with learning disabilities.
  - c. All students have books and resources necessary throughout the program and strategies to help students who can't afford books and resources.
  - d. Remediation strategies are in place at the beginning of each course and students are aware of how to seek help. This should include processes to remediate errors and near misses in the clinical setting.

### **Curriculum and Clinical Experiences**

1. 50% or more of clinical experience in each clinical course is direct care with patients.
2. Variety of clinical settings with diverse patients.
3. Opportunities for quality and safety education integrated into the curriculum, including delegating effectively, emergency procedures, interprofessional communication and time management.
4. Systematic evaluation plan of the curriculum is in place.

### **Teaching and Learning Resources**

1. The simulation lab is accredited.
2. Students have access to a library, technology and other resources.
3. Programs are able to assess students with learning disabilities and tailor the curriculum to meet their needs.

# Evidence Table

Warning Signs	Evidence
<ol style="list-style-type: none"> <li>1. Complaints to BONs or other NRBs from students, faculty, clinical sites or public.</li> <li>2. Turnover of program directors; More than three directors in a five-year period.</li> <li>3. Frequent faculty turnover/cuts in numbers of faculty.</li> <li>4. Trend of decreasing NCLEX® pass rates.</li> </ol>	<ol style="list-style-type: none"> <li>1. Literature, Delphi, Qualitative 5-Year Site Visit Study.</li> <li>2. Literature, Delphi, Qualitative 5-Year Site Visit Study; Quantitative 5-Year Annual Report Study.</li> <li>3. Literature, Delphi, Qualitative 5-Year Site Visit Study, Quantitative 5-Year Annual Report Study.</li> <li>4. Delphi, Qualitative 5-Year Site Visit Study, Quantitative 5-Year Annual Report Study.</li> </ol>
High-Risk Programs That May Need Additional Oversight <sup>3</sup>	Evidence
<p>Prelicensure programs younger than seven years.</p>	<p>Literature, Qualitative 5-Year Site Visit Study; Quantitative 5-Year Annual Report Study.</p>
Quality Indicators.	Evidence
<p><i>Administrative Requirements</i></p>	
<ol style="list-style-type: none"> <li>1. The program can provide evidence that their admission, progression and student performance standards are based on data.</li> <li>2. Policies and procedures are in place, based on data that have been vetted by faculty and students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Literature, Qualitative 5-Year Site Visit Study</li> <li>2. Literature, Qualitative 5-Year Site Visit Study</li> </ol>

<sup>3</sup> Additional oversight may include progress reports every six months related to the number of students, faculty qualifications, stability of the director, NCLEX® pass rates, in addition to the regularly collected annual reports. If there is concern, the BON may make a focused visit to the program to make recommendations.

## Evidence Table (continued)

### *Program Director*

- |  |  |
|--|--|
| 1. The program director of an RN program is doctorally prepared and has a degree in nursing. | 1. Literature, Qualitative 5- Year Site Visit Study, Quantitative 5-Year Annual Report Study |
| 2. The program director of a PN/VN program has a graduate degree and a degree in nursing.    | 2. Literature, Quantitative 5-Year Annual Report Study                                       |

### *Faculty*

- |  |  |
|--|--|
| 1. At a minimum, 35% of the total faculty (including all clinical adjunct, part-time, or other faculty) are employed at the institution as full-time faculty.  | 1. Literature, Delphi, Qualitative 5-Year Site Visit Study, Quantitative 5-Year Annual Report Study. |
| 2. In RN programs, faculty hold a graduate degree.   | 2. Literature, Qualitative 5-Year Site Visit Study, Quantitative 5-Year Annual Report Study.         |
| 3. In PN programs, faculty hold a BSN degree.  | 3. Literature, Quantitative 5-Year Annual Report Study.  |
| 4. Faculty can demonstrate they have been educated in basic instruction of teaching and adult learning principles and curriculum development. This may include the following:<br>a. Methods of instruction;<br>b. Teaching in clinical practice settings;<br>c. Teaching in simulation settings;<br>d. How to conduct assessments, including test item writing; and<br>e. Managing “difficult” students. | 4. Literature, Qualitative 5-Year Site Visit Study.  |

## Evidence Table (continued)

- |  |  |
|--|--|
| 5. Faculty can demonstrate participation in continuing education related to nursing education and adult learning pedagogies. | 5. Literature, Qualitative 5-year Site Visit Study         |
| 6. The school provides substantive and periodic workshops and presentations devoted to faculty development.                  | 6. Literature, Delphi, Qualitative 5-Year Site Visit Study |
| 7. Formal mentoring of new full-time and part-time faculty takes place by established peers.                                 | 7. Literature, Delphi, Qualitative 5-Year Site Visit Study |
| 8. Formal orientation of adjunct clinical faculty.   | 8. Literature, Delphi, Qualitative 5-Year Site Visit Study |
| 9. Clinical faculty have up-to-date clinical skills and have had experience in direct patient care in the past 5 years.      | 9. Literature, Delphi, Qualitative 5-Year Site Visit Study |
| 10. Simulation faculty are certified.  | 10. Literature, Qualitative 5-Year Site Visit Study        |

### *Students*

- |  |   |
|--|---|
| 1. The nursing program should ensure the following are in place to assist students: <ul style="list-style-type: none"><li>a. English as a second language assistance is provided.</li><li>b. Assistance is available for students with learning disabilities</li><li>c. All students have books and resources necessary throughout the program and strategies to help students who can't afford books and resources.</li><li>d. Remediation strategies are in place at the beginning of each course and students are aware of how to seek help. This should include processes to remediate errors and near misses in the clinical setting.</li></ul> | 1. Literature, Delphi, Qualitative 5-Year Site Visit Study. |
|--|---|

## Evidence Table (continued)

### *Curriculum and Clinical Experiences*

- |  |   |
|--|---|
| 1. 50% or more of clinical experience in each clinical course is direct care with patients.  | 1. Literature, Delphi.                                      |
| 2. Variety of clinical settings with diverse patients.   | 2. Literature, Delphi, Qualitative 5-Year Site Visit Study. |
| 3. Opportunities for quality and safety education integrated into the curriculum, including delegating effectively, emergency procedures, interprofessional communication and time management. | 3. Literature, Delphi.                                      |
| 4. Systematic evaluation plan of the curriculum is in place.   | 4. Literature, Delphi, Qualitative 5-Year Site Visit Study. |

### *Teaching and Learning Resources*

- |   |   |
|---|---|
| 1. The simulation lab is accredited.  | 1. Literature, Qualitative 5-Year Site Visit Study. |
| 2. Students have access to a library, technology and other resources.   | 2. Literature, Qualitative 5-Year Site Visit Study. |
| 3. Programs are able to assess students with learning disabilities and tailor the curriculum to meet their needs. | 3. Literature, Qualitative 5-Year Site Visit Study. |



## References

- Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). *Educating nurses: A call for radical transformation*. Jossey-Bass.
- Gaberson, K.B., Oermann, M.H., & Shellenbarger, T. (2015). *Clinical teaching strategies in nursing* (4th ed.). Springer Publishing Company.
- Reyna, R. (2010). Complete to compete: Common college completion metrics. *National Governors Association Chair's Initiative* (June 2010).
- Spector, N., Hooper, J. I., Silvestre, J., & Qian, H. (2018). Board of nursing approval of registered nursing education programs. *Journal of Nursing Regulation*, 8(4), 22-29.

## Additional Resources

### Site Visit Template

**Use of the Site Visit Template:** This template was developed based on the qualitative five-year site visit study that NCSBN conducted, looking at programs that were not fully approved by BONs. Each of the items below were found to be lacking in those programs not meeting regulatory standards. Nursing regulatory bodies (NRBs) could use this template as a guide when making a focused site visit. NRBs may choose to adapt this template to customize it to their particular needs.

Date of Site Visit \_\_\_\_\_

Name of Education Consultant \_\_\_\_\_

Name of Program \_\_\_\_\_

Address of Program \_\_\_\_\_

Director of Program \_\_\_\_\_

Contact Information of Director \_\_\_\_\_

NCLEX® Program Code \_\_\_\_\_

### Program

1. Current approval status \_\_\_\_\_
2. Age of program \_\_\_\_\_
3. Ownership of program (for-profit; nonprofit; public) \_\_\_\_\_
4. Trend of Program's NCLEX® Pass rates for Three Years  
\_\_\_\_\_ Current Year  
\_\_\_\_\_ Year 2  
\_\_\_\_\_ Year 3

### Administration

5. Written policies and procedures are available to faculty and students. Yes/No/Comments
6. There is evident student and faculty input into policies and procedures. Yes/No/Comments
7. Record keeping is in place for faculty credentials, course evaluations, student records. Yes/No/Comments
8. Quality improvement strategies are in place, particularly related to student outcomes and course evaluations. Yes/No/Comments
9. Students have the educational materials (books, uniforms, software, internet access, syllabi, etc.) they need to be successful. Yes/No/Comments

10. Data is used to set admission, progression and student performance. Yes/No/Comments  
(Below are some key areas to check)
- Student socioeconomic status.
  - English as a second language.
  - Presence of children under 18 years of age in the home.
  - Need to work while attending program.
  - Program admission, such as GPA, SAT®/ACT®, secondary education.
  - Remediation programs, including remediation for clinical errors/near misses, are in place.
  - Program progression (GPA standards, minimum course grades, pass/fail, etc.).

### Program Director

11. How many directors has the program had in the past five years (including interim directors)? \_\_\_\_\_
12. Is the director in charge of other allied health and/or vocational programs? Yes/No
13. If the answer to #12 is yes, is there an assistant director for managing the day-to-day operations of the nursing program? Yes/No  
Explain \_\_\_\_\_
14. What is the highest academic degree of the program director? \_\_\_\_\_
15. Is the program director a nurse? Yes/No

### Faculty

16. Total number of faculty (including full-time, part-time, adjunct clinical faculty each academic cycle, etc.)  
is \_\_\_\_\_
17. Number of full-time faculty \_\_\_\_\_
18. Credentials of faculty (provide separately)
19. Faculty have a basic knowledge of pedagogical methods Yes/No Comments
20. Workload for faculty is reasonable (average number of courses taught in an academic year) \_\_\_\_\_  
Yes/No Comments
21. All faculty teaching in clinical experiences have performed direct patient care in the last 5 years.  
Yes/No Comments
22. Formal orientation plan for new full-time/part-time faculty is in place. Yes/No  
Explain \_\_\_\_\_
23. Formal orientation plan for adjunct faculty is in place. Yes/No  
Explain \_\_\_\_\_
24. There is administrative support for ongoing faculty development. Yes/No  
Explain \_\_\_\_\_
25. All faculty who teach simulation are certified. Yes/No
26. Faculty have control over the curriculum. Yes/No  
Explain \_\_\_\_\_

27. Full-time faculty turnover during the past academic year was \_\_\_\_\_

## Students

28. English as a second language assistance is provided on an ongoing basis, when appropriate. Yes/No  
Comments

29. Resources are available for student learning disabilities. Yes/No Comments

30. Throughout the program books and resources are provided. Yes/No Comments

a. When students can't afford books and other required resources, strategies are in place to help them.

31. Remediation strategies are in place so that students are aware of how to seek help. Yes/No Comments

a. Remediation strategies include errors/near misses made in clinical experiences.

## Curriculum and Clinical Experiences

32. 50% or more of clinical experiences in each course are with direct care with patients. Yes/No

33. Variety of clinical settings with diverse patients. Yes/No Comment

34. Opportunities in clinical experiences for promoting safety and quality. Yes/No Comment

Evidence-based examples include:

a. Delegation

b. Emergency procedures

c. Interprofessional communication

d. Time management

## Teaching and Learning Resources

35. The simulation lab is accredited. Yes/No

a. Simulation lab in working order with up-to-date equipment. Yes/No Comment

36. Syllabi are consistent in their design and with internal policies. Yes/No Comment

a. Course descriptions match the course content and expected outcomes. Yes/No Comment

37. Physical instructional resources are adequate. Yes/No

a. Full- and part-time faculty have private office space for student meetings. Yes/No Comment

b. Adjunct faculty have the ability to reserve conference rooms to meet with students. Yes/No. Comment

## Additional Resources

### Annual Report Core Data Template

Name of Program \_\_\_\_\_

Address of Program \_\_\_\_\_

Person Completing Form \_\_\_\_\_

Phone # of Person Completing Form \_\_\_\_\_

NCLEX® Program Code \_\_\_\_\_

### Program

1. Is the program nationally nursing accredited?      Yes      No
2. What is the program's current approval status?
  - Full Approval
  - Conditional/Probationary Approval
  - Non-Approved
3. What best describes the program's geographic location?
  - Urban
  - Suburban
  - Rural
  - Not Applicable
4. What is the institutional ownership?
  - Public
  - Private Not for Profit
  - Private for Profit
5. What is the program type?
  - Licensed Practical Nurse/Licensed Vocational Nurse
  - Diploma
  - Registered Nurse – Associates
  - Registered Nurse – Bachelors
  - Master's Entry
6. In what year was the program founded? \_\_\_\_\_ [Numeric response field]
7. Does the program have any satellite sites?      Yes [Q8]      No [Skip to Q9]
8. [If yes to Q7] How many total sites, including the home site, does the program have?  
\_\_\_\_\_ [Numeric response field]

9. What types of learning modalities does the program offer?
- In-Person Only [Skip to Q11]
  - Online Only [Skip to Q11]
  - Hybrid
10. What proportion of your program is online? [Sliding scale proportion]
11. What best describes the program's academic schedule?
- Quarters
  - Trimesters
  - Semesters
  - Other
12. Does the program administer a formal student orientation process? Yes No
13. Does the program offer English as a second language services for non-native English speakers? Yes No
14. Does the program offer disability support services? Yes No
15. Does the program offer support services to help low socioeconomic students access available resources (e.g. peer mentoring services, tuition assistance, work study program, etc.)? Yes No
16. Does the program have a formal remediation process in place for students having trouble? Yes No
17. Does the program have a formal remediation process in place for students who commit errors/near misses in their clinical experiences? Yes No
18. Has the nursing program experienced major organizational changes over the past year (such as collapsing programs)? Yes [Q19] No [Skip to Q20]
19. What major organizational changes have the nursing program experienced in the past year?
- New Director
  - New Assistant/Associate Director
  - Staff Layoff
  - Faculty Layoff
  - Change in University Leadership (e.g. Provost or President)
  - Collapsing programs
  - Economic efficiencies
  - Other \_\_\_\_\_
20. What is the total number of clinical experience hours? \_\_\_\_\_ [Numeric response field]
21. How many hours do students spend in direct client care? \_\_\_\_\_ [Numeric response field]
22. How many hours do students spend in simulation? \_\_\_\_\_ [Numeric response field]
23. How many hours do students spend in skills lab? \_\_\_\_\_ [Numeric response field]

### Simulation Data

24. Does the program offer simulated clinical experience? Yes [Q25] No [Skip to Q27]
25. [If yes to Q24] Are simulation faculty certified? Yes No
26. [If yes to Q24] Is the simulation lab accredited? Yes No

## Program Director Data

27. Is the program director a nurse?

Yes [Q28]      No [Skip to Q29]

28. [If yes to Q27] What is the program director's highest nursing degree achieved?

- Diploma
- ADN
- BSN
- MSN
- MS
- DNP
- PhD
- Other \_\_\_\_\_

29. What is the program director's highest non-nursing degree achieved?

- Associates
- Bachelors
- MEd
- Other Master's
- EdD
- Other Doctoral
- Other \_\_\_\_\_

30. In the past year, how many directors, including interim directors, has the program had?

\_\_\_\_\_ [Numeric response field]

31. Does the program director hold a joint allied health appointment?      Yes      No

32. Does the program have an assistant/associate director?      Yes      No

33. Does the program director have administrative support?      Yes      No

## Faculty Data

34. How many full-time faculty are there? \_\_\_\_\_ [Numeric response field]

35. How many clinical adjunct faculty are there? \_\_\_\_\_ [Numeric response field]

36. How many part-time faculty are there? \_\_\_\_\_ [Numeric response field]

37. How many of the full-time faculty are graduate educated?

- MSN \_\_\_\_\_ [Numeric response field]
- MS \_\_\_\_\_ [Numeric response field]
- Other Masters \_\_\_\_\_ [Numeric response field]
- DNP \_\_\_\_\_ [Numeric response field]
- PhD \_\_\_\_\_ [Numeric response field]
- Other Doctoral \_\_\_\_\_ [Numeric response field]

38. What is the student to faculty ratio for didactic/theory courses? \_\_\_\_\_ [Numeric response field]

39. What is the student to clinical faculty ratio? \_\_\_\_\_ [Numeric response field]

- |   |     |    |
|---|-----|----|
| 40. Does the program offer formal orientation for new adjunct clinical faculty? | Yes | No |
| 41. Does the program offer formal orientation for new part-time faculty?        | Yes | No |
| 42. Does the program offer formal orientation for new full-time faculty?        | Yes | No |
| 43. Does the program offer formal mentoring for new full-time faculty?          | Yes | No |

## Student Data

44. How many students are enrolled in the nursing program as of the beginning of the current academic year?  
 \_\_\_\_\_ [Numeric response field]
45. What is the maximum nursing enrollment capacity? \_\_\_\_\_ [Numeric response field]
46. What is your attrition rate?
47. What is the average age of a student enrolled in the program as of the beginning of the current academic year? [Instructions: Round to the nearest integer]  
 \_\_\_\_\_ [Numeric sliding scale]
48. Please provide a detailed breakdown of the racial composition of the students currently enrolled in the program.
- American Indian or Alaska Native \_\_\_\_\_ [Proportion response field]
  - Asian \_\_\_\_\_ [Proportion response field]
  - Black or African American \_\_\_\_\_ [Proportion response field]
  - Native Hawaiian or Other Pacific Islander \_\_\_\_\_ [Proportion response field]
  - White \_\_\_\_\_ [Proportion response field]
  - Multi-Racial \_\_\_\_\_ [Proportion response field]
  - Other \_\_\_\_\_ [Proportion response field]
49. Please provide a detailed breakdown of the ethnic composition of the students currently enrolled in the program.
- Hispanic or Latino or Spanish Origin \_\_\_\_\_ [Proportion response field]
  - Non-Hispanic or Latino or Spanish Origin \_\_\_\_\_ [Proportion response field]
50. Please provide a detailed breakdown by student sex.
- Female \_\_\_\_\_ [Numeric response field]
  - Male \_\_\_\_\_ [Numeric response field]
  - Other \_\_\_\_\_ [Numeric response field]









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Updated 02/20