



Because Oregon's Health Depends On It.



Nursing Student Admissions Database Project

Who Gets In?

YEAR TWO of the Nursing Student Admissions Database
A Report from the Oregon Center for Nursing



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- Nursing workforce analysis and research
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- Melissa Weast, Nursing Department Secretary, Rogue Community College

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EXECUTIVE SUMMARY

Reliable statistics concerning the demand for nursing school and the demographic profile of nursing school applicants are needed to guide future policy decisions around new nursing program approval and nursing school expansion. To address this need, the Oregon Center for Nursing and its collaborative educational partners collected data on all 2008-2009 and 2009-2010 applicants to Oregon's 21 pre-licensure nursing programs to form the Nursing School Admissions Database (NSAD). In Project Year 1, the Nursing Student Admissions Database (NSAD) demonstrated that using applicant-level data instead of program-level data to estimate demand for nursing school resulted in more accurate, reliable results.

Project Year 2 of the NSAD built on Year 1 and included an assessment of the demand for nursing school for the 2009-2010 academic year, an assessment of the degree of consistency in applicant outcomes over time, outcomes of multi-year applicants, and retention rates of the 2008-2009 cohort.

The major findings of this report are:

- In 2009, 3,960 applicants submitted 6,226 applications for 1,491 nursing school seats, producing 2.3 qualified applicants per nursing school seat.
- Differences between applicant-level and program-level data are consistent between Project Year 1 and Project Year 2.
- Combined Year 1 and Year 2 data showed that 12 percent of all applicants applied during both years.
- The Year 2 acceptance rate (selectivity) was 47 percent.
- The Year 2 enrollment rate (yield) was 79 percent.
- Associate degree (ADN) programs had a higher rate of Qualified Applicants Not Accepted (58 percent) than the baccalaureate degree (BSN) programs (41 percent).
- ADN programs had more qualified applicants per seat (2.9) than BSN programs (2.3).
- Accepted applicants and qualified applicants not accepted were similar with regard to gender and race/ethnicity.
- Year 1 applicants who did not enroll in a nursing program during that year and reapplied to nursing school the following year improved their chances of acceptance to a nursing program.
- Among students who started nursing school during the 2008-2009 academic year, 86 percent were retained for the 2009-2010 academic year. No significant differences in retention rates were found with regard to gender or race/ethnicity. There were significant differences in retention rates based on program type and age.

Over the past two years, the NSAD has demonstrated that collecting applicant-level data is feasible, resulting in accurate assessments of the true demand for nursing school and the demographics of nursing school applicants. The NSAD has resulted in a rich data source to inform key stakeholders and policymakers in planning interventions to alleviate the projected nursing shortage.

LIST OF TERMS

The following terms are used throughout this report.

Project Year 1: The first year of the NSAD project; 2008-2009 academic year.

Project Year 2: The second year of the NSAD project; 2009-2010 academic year.

Application. A formal document unique to each nursing program completed and submitted by an individual seeking admission to a specific Associate Degree in Nursing (ADN) or Bachelor of Science in Nursing (BSN) program.

Applicant. An individual who submitted an application to one or more nursing programs.

Multiple program applicant. An individual who submitted an application to two or more nursing programs.

Multi-year Applicant. An individual who applied to one or more Oregon nursing programs during both the 2008-2009 and 2009-2010 academic years.

Unqualified applicant. An individual who did not meet the minimum admission criteria of any nursing programs to which s/he applied.

Qualified applicant. An individual who met the minimum admission criteria of one or more nursing program(s) to which s/he applied. *Note: A multiple program applicant considered qualified by one nursing program may have been considered unqualified by other program(s).*

Qualified applicant not accepted (QANA). An individual who met the minimum admission criteria of one or more nursing programs to which s/he applied but did not receive any offers of full admission and was not placed on an alternate or wait list by any program.

Accepted applicant. An individual who received an offer of full admission, or was placed on an alternate or wait list, by one or more nursing program(s). *Note: The term “accepted applicant” is synonymous with the phrases “offer made,” “offer extended,” and “received an offer.”*

Accepted applicant enrolled. An individual who was offered full admission (including as an alternate or placed on wait list status) by one or more nursing program(s), went on to enroll in a program, and remained in his/her seat at the time data was collected. *Note: The term “accepted applicant enrolled” is synonymous with the terms “enrolled student” and “enrolled pool.”*

Project partners. Oregon’s 21 pre-licensure registered nurse programs (see Appendix A).

INTRODUCTION

Since 2001, Oregon has more than doubled the number of nursing students in nursing programs statewide.¹ Despite this increase in educational capacity, Oregon's nursing programs remain unable to accommodate all those applying to nursing school. As recently as 2006, the Oregon State Board of Nursing estimated that as many as five qualified applicants were turned away for each nursing school seat. The Nursing Student Admissions Database (NSAD) project was created by the Oregon Center for Nursing (OCN) to test this assertion through the compilation of applications data from Oregon's 21 pre-licensure registered nurse programs. Reliable statistics concerning the demand for nursing school and the demographic profile of nursing school applicants are needed to guide future policy decisions around new nursing program approval and nursing school expansion. Accurate data about the demand for nursing school also has the ability to shape academic institutions' recruitment and retention efforts.

Historically, the number of prospective students applying to nursing programs each year has been determined by collecting data at the institutional, or program, level. The number of applications submitted to each nursing school is summed to derive the total number of applicants statewide. This method is used by the National League of Nursing, the American Association of Colleges of Nursing, and the Oregon State Board of Nursing.^{2,3,4} A major limitation of this method is the inability to differentiate between applications and applicants—an individual who applies to more than one institution is counted as more than one applicant rather than as a single applicant submitting multiple applications. Thus, the number of applicants, a key measure of nursing school demand, is overstated.

The lack of accurate applicant-level data also makes it difficult to determine the demographic makeup of those applying to nursing school. An important first step in increasing the diversity in the nurse workforce is to ensure that the nursing school applicant and enrolled student pools are representative of the general population. Making this determination requires a thorough and accurate accounting of nursing school applicants and enrollees.

Lack of accurate applicant-level data also makes it difficult to determine how many applicants not accepted to Oregon's nursing schools apply again in subsequent academic years. While there are anecdotal reports that many students find it necessary to apply during multiple years due to intense competition, this has not been validated empirically. Should it be true that the competitive nature of the application process leads individuals to submit applications during more than one academic year, then the actual number of individuals pursuing careers in nursing will be lower than current statistics indicate.

The purpose of the Nursing Student Admissions Database (NSAD) project is to accurately describe the number and demographic characteristics of the applicant and enrolled student pools to Oregon's 21 nursing programs and track trends over time. During Project Year 1, OCN successfully collected data on the cohort of applicants to Oregon's nursing schools in the 2008-2009 academic year. Analysis of Year 1 data showed program-level data overstated the number of applicants, the rate at which qualified applicants are not accepted, and the number of qualified applicants per seat, and understated the overall acceptance rate.⁵

In Project Year 2 (the 2009-2010 academic year), OCN built on data collected in Year 1. During Year 2, data were compiled for a second cohort of nursing school applicants and analytic techniques for examining applicant-level data were refined and expanded. Several types of analyses were made possible with a second year of data collection including an assessment of the degree of consistency in applicant outcomes over time and the number and associated outcomes of multi-year applicants. An analysis of baseline nursing school retention data was also conducted. This report details findings from NSAD project Year 2.

CONFIDENTIALITY

At the start of this project, several nursing programs and/or project contacts expressed concerns about providing applicant information that might violate the Family Educational Rights and Privacy Act Regulations (FERPA).⁶ Project partners and contacts were ensured that the project was exempt from federal policy governing the protection of human subjects in research activities (45 CFR Part 46 §46.101(b)(4)), because the project sought to collect information from existing sources and results would be reported in aggregate at the state level, making school and applicant data unidentifiable.⁷ Project partners were assured that applicant information would be seen only by members of the project team employed by OCN and that all applicant data would be securely stored throughout the duration of the project.

METHODS

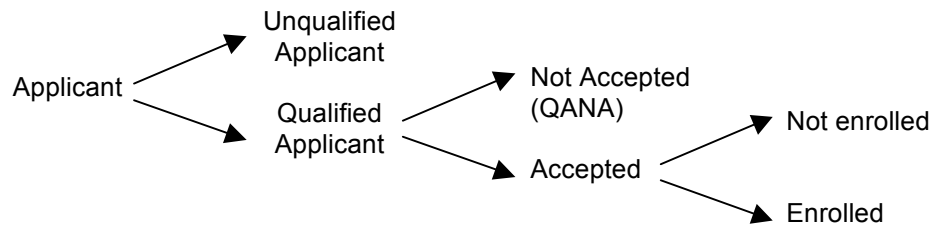
The Nursing Student Admissions Database includes information for Year 1 (2008-2009 academic year) and Year 2 (2009-2010 academic year) nursing program applicants. The NSAD also tracked retention of Year 1 enrolled applicants. In both project years, an advisory panel of admissions professionals from three nursing programs in Oregon advised the research team regarding variable selection and provided insight into data collection.

Program partners supplied the following information from each application received:

- Applicant name (last, first and middle initial)
- Any previous names used by the applicant
- Date of birth
- City and state of residence
- Race/Ethnicity
- Gender
- Previous degree(s) earned

Program partners were also asked to provide outcomes (qualified, accepted, enrolled) associated with each applicant. Each nursing program first determined if the applicant was qualified for admission based on criteria established by its program. If qualified, the applicant was then either accepted to the program (an offer was extended) or not accepted. The applicant then decided to enroll or not enroll in the program. It is important to note that applicants applying to more than one program moved through this process at each school to which they applied. Figure 1 illustrates how an applicant moved through the application process and the possible outcomes.

Figure 1. Nursing Program Applicant Outcomes



Using a standardized reporting form, program partners submitted data to OCN in fall 2009. Four programs submitted additional data about winter applicants in February 2010. Program partners uploaded electronic files containing uncoded applicant data to OCN’s secure server.

Electronic files were manually examined to detect errors which were then corrected through communication with project contacts. Variables were coded by the project team to ensure accuracy and preserve original data received from the programs. Year 1 and Year 2 data were then combined into a single database and a unique identifier assigned to each applicant. Applicant name and date of birth were the two primary fields used to identify individual applicants.

For retention data, program partners were supplied with a list of applicants from Year 1 who were identified as having enrolled in their respective institution’s nursing program. They were asked to provide OCN with each student’s status at the beginning of their second year of nursing school (re-enrolled, not re-enrolled, or graduated).

RESULTS

Comparison of Results Based on Program-Level versus Applicant-Level Data

In NSAD Year 1, an analytic method was developed to evaluate data at the individual applicant level. This was necessary to eliminate inaccuracies inherent in the previous approach of combining institutional, or program-level, data to determine applicant outcomes. Differences in statistics derived from program-level data rather than applicant-level data are nearly identical for both years of study and are summarized in Table 1.

Table 1. Differences in Applicant Outcomes Using Program-Level Data Rather than Applicant Data		
	Year 1	Year 2
Applicants	Overstated by 2,365	Overstated by 2,266
Qualified Applicants Per Seat	Overstated by 1.3	Overstated 1.2
QANA	Overstated by 13%	Overstated by 13%
Accepted Applicants	Understated by 12%	Understated by 12%
Enrolled Applicants	Understated by 12%	Understated by 11%

Source: Oregon Center for Nursing, NSAD 2008-2009 and 2009-2010.

Comparison of Applicant Outcomes for Year 1 & Year 2

Applicant outcomes for Year 1 and Year 2 are, on the whole, similar (Table 2). Both the number of applications and applicants rose slightly from Year 1 to Year 2. Qualification rates (88 percent and 87 percent) and acceptance rates (45 percent and 47 percent) were comparable for both years. The QANA rate dipped slightly in Year 2 from 49 percent to 46 percent. The percentage of accepted applicants enrolled in a nursing program was noticeably lower in Year 2 (79 percent) than Year 1 (85 percent). The number of qualified applicants per seat was identical in both years (2.3).

Table 2. Comparison of Applicant Outcomes: NSAD Year 1, Year 2, and Year 1/Year 2 Combined			
	Year 1 Cohort	Year 2 Cohort	Year 1/Year 2 Combined
Applications	6,186	6,226	12,412
Applicants	3,821	3,960	6,931
Multi-year applicants	N/A	N/A	12%
Unqualified applicants	12%	13%	13%
Qualified applicants	88%	87%	87%
QANA	49%	46%	37%
Accepted applicants	45%	47%	50%
Accepted applicants enrolled	85%	79%	83%
Seats	1,455	1,491	2,946
Qualified Applicants/Seat	2.3	2.3	2.1

Source: Oregon Center for Nursing, NSAD 2008-2009 and 2009-2010.

Combined Year 1/Year 2 data revealed that 12 percent of all applicants were multi-year applicants (applied to one or more nursing programs in both years). Of 2,373 Year 1 applicants who did not enroll in a nursing program during the 2008-2009 academic year, about one-third (35 percent) applied again in Year 2. Of these multi-year applicants, 53 percent were accepted in Year 2. This compares to an acceptance rate of 45 percent among single-year applicants who applied only during Year 2.

Among unqualified Year 1 applicants who re-applied, the majority (81 percent) qualified in Year 2. Among Year 1 QANA who re-applied, one-half (52 percent) were accepted in Year 2. The QANA rate for the two-year combined dataset (37 percent) is much lower than that of the individual cohorts (49 percent and 46 percent, Years 1 and 2 respectively).

ADN and BSN Program Applicants

Fifty-four percent of all Year 2 nursing program applications were submitted to ADN programs and 46 percent were submitted to BSN programs. Of the 3,960 Year 2 applicants to Oregon’s ADN and BSN programs, 46 percent applied to ADN programs only, 39 percent to BSN programs only, and 15 percent to both types of programs. The percentage of qualified applicants not accepted was higher for ADN programs (58 percent) than for BSN programs (41 percent) as was the number of qualified applicants per seat (2.9 and 2.3, respectively). Table 2 compares results for Oregon’s ADN and BSN nursing programs in Year 2.

Table 3. Comparison of Year 2 Applicant Outcomes by Program Type			
	Oregon ADN Programs	Oregon BSN Programs	Oregon Nursing Programs
Applications (% all Oregon program applications)	3,384 (54%)	2,842 (46%)	6,226 (100%)
Applicants ¹ (% all Oregon program applicants)	2,397 (61%)	2,136 (54%)	3,960 (100%)
Multiple Program Applicants	37%	40%	30%
Unqualified Applicants	11%	16%	13%
Qualified Applicants	89%	84%	87%
Qualified Applicants Not Accepted	58%	41%	46%
Accepted Applicants (Selectivity Rate)	37%	49%	47%
Accepted Applicants Enrolled (Yield Rate)	80%	72%	79%
Available Seats	726	765	1,491
Unfilled Seats	11	3	14
Qualified Applicants per Seat	2.9	2.3	2.3
<i>Source: Oregon Center for Nursing, NSAD 2009-2010.</i>			
¹ Those applying to both ADN and BSN programs are included in both the ADN and BSN Programs columns as well as the Oregon Nursing Programs column.			

Selectivity and Yield Rates

Selectivity and yield rates are measures of demand often used in higher education to follow trends in admission offers and matriculation. The selectivity (acceptance) rate is the percentage of all applicants accepted into a program. In Year 2, the selectivity rate for Oregon’s pre-RN licensure programs was 47 percent. Selectivity rates by program type were 37 percent for ADN programs and 49 percent for BSN programs. The yield rate is the percentage of accepted applicants who go on to enroll in a program. In Year 2, the yield rate was 79 percent. Yield rates by program type were 80 percent for ADN programs and 72 percent for BSN programs.

Demographic Profile of All Applicants, Qualified Applicants Not Accepted, and Accepted Applicants

Among all Year 2 nursing program applicants, the majority were female (84 percent), under the age of 30 (67 percent), white (82 percent), and Oregon residents (83 percent). About one-third (30 percent) submitted two or more applications (applied to more than one nursing program).

Two groups of particular interest are those applicants who are accepted into nursing school and those who are qualified but not accepted (QANA). The majority of both QANA and accepted applicants were white (83 percent and 82 percent, respectively) and female (84 percent in both groups). The largest age group among QANA was 20-29 years (59 percent) followed by 30-39 years (25 percent). These age groups also made up the majority of accepted applicants (20-29: 56 percent; 39-39: 20 percent). The average age of QANA was 28.6 years, slightly higher than the average age of accepted applicants (27.4 years). Oregon residents made up 81 percent of the QANA group compared to 88 percent among accepted applicants. Accepted applicants were more likely to have applied to more than one nursing program (39 percent) than their QANA counterparts (27 percent). Table 4 shows the demographic profile of the entire applicant pool, QANA and accepted applicants for Year 2.

Table 4. Year 2 Applicant, QANA and Accepted Applicant Pools by Gender, Age, Race/Ethnicity, Residency Status and Applications Submitted			
	All Applicants	Qualified Applicants Not Accepted	Accepted Applicants
Gender			
Female	84%	84%	84%
Male	16%	16%	16%
Age			
<20yo	10%	6%	13%
20-29yo	57%	58%	56%
30-39yo	22%	25%	20%
40+yo	11%	11%	11%
Mean (Median)	27.9 (25)	28.6 (26)	27.4 (25)
Youngest, Oldest	17,67	17,59	17,63
Race/Ethnicity			
Hispanic	5%	5%	4%
American Indian/Alaskan Native	2%	1%	2%
Asian	8%	8%	8%
Black/African American	2%	2%	2%
White	82%	83%	82%
Other	1%	1%	2%
Residency Status			
Oregon Resident	83%	81%	88%
Applications Submitted			
Average Number Submitted	1.6	1.4	1.8
More than One Application Submitted	30%	27%	39%

Source: Oregon Center for Nursing, NSAD 2009-2010.

Retention of 2008-2009 Nursing Students

During the 2008-2009 academic year, 1,503 students began an RN pre-licensure nursing program in Oregon. Of these students, 1,294 re-enrolled in fall 2009 (retention rate: 86 percent). There were no significant differences in retention rates with regard to gender or race/ethnicity.

There were significant differences with regard to age at time of program application and type of degree program. Younger students were retained at a higher rate than older students (median age: retained 27.4 years vs. not retained 28.1 years, $p < .01$). Students in baccalaureate programs were more likely to re-enroll in their second program year than students in associate degree programs (88 percent and 84 percent, respectively, $p < .05$).

Table 5. Retention Rates by Gender, Race/Ethnicity, Age at Time of Program Application, and Type of Degree Program	
Gender	Retention Rate
Male	85%
Female	85%
Race/Ethnicity	
White	86%
Non-White	84%
Age at Time of Program Application¹	
<20	90%
20-29	86%
30-39	87%
40+	75%
Type of Degree Program²	
Associate Degree	84%
Baccalaureate Degree	88%
¹ $p < .01$; ² $p < .05$	
Source: Oregon Center for Nursing, NSAD 2009-2010.	

DISCUSSION

The purpose of the NSAD project was to collect application and demographic data on all nursing school applicants and enrolled students in Oregon over a two-year period. During both years, a comparison of program- and applicant-level data revealed program-level data overstated the number of nursing school applicants, the number of qualified applicants per seat, and the percentage of qualified applicants not accepted. Both the percentage of accepted applicants and enrolled applicants were understated using program-level data.

The consistency of results over both years suggests that reliable estimates of applicant outcomes can be derived from program-level information when NSAD data are not collected. Table 6 presents estimated results for Year 2 using outcomes from the two NSAD analyses conducted to date. Applying two-year average rates to the actual number of applications submitted to Oregon's nursing programs in the 2009-2010 academic year, estimated values and how each differs from Year 2 actuals are shown below. This method yields remarkably accurate approximations that can be used by key stakeholders to guide decision making should current NSAD data be unavailable.

Table 6. Using Year 1 & Year 2 Results to Estimate Year 2 Outcomes		
	Year 2 Estimate	Estimate Minus Actual
Applications	6,226	---
Applicants	3,903	-57
Unqualified applicants	495	-23
Qualified applicants	3,408	-34
QANA	1,622	+38
Accepted applicants	1,786	-72
Accepted applicants enrolled	1,469	-8
Seats	1,477	---
# of Qualified Applicants/Seat	2.3	0

Source: Oregon Center for Nursing, NSAD 2009-2010.

Combining applicant-level data from both project years demonstrated that the Qualified Applicants Not Accepted (QANA) rate is 37 percent. This rate is much lower than QANA rates for individual cohorts. Each year, the applicant pool is not made up of entirely new applicants. Rather, it is composed of new applicants and applicants who have applied during a previous academic year. For the cohorts included in this study, approximately 1 in 10 applied during both years. Although many qualified applicants are turned away from Oregon's nursing schools each year, the extent of the problem is not as severe as is commonly thought. This should come as good news not only to the nursing profession but to nursing school applicants as well.

While there are small differences in the demographic makeup of QANA and accepted applicants, the key difference between these groups appears to be the number of applications submitted. This phenomenon was seen in both the Year 1 and Year 2 cohorts. Aspiring nurses who are willing and able to apply to multiple programs can improve their chances of program enrollment.

The percentage of accepted applicants enrolled (yield rate) differed markedly across project years. The combined yield rate for all Oregon programs dropped from 85 percent in Year 1 to 79 percent in Year 2. The rate for ADN programs remained stable (81 percent in Year 1 and 80 percent in Year 2) but dropped from 81 percent to 72 percent for BSN programs. The reasons for this decline are unclear and warrant further investigation.

Retaining nursing students is critical to the sound use of resources and expansion of the nurse workforce. Baseline retention data collected on students that entered nursing programs during the 2008-2009 academic year suggests that Oregon enjoys high retention of first year students and that there are no statewide issues concerning retention of nursing students based on race/ethnicity or gender. Researchers and policy makers may want to investigate the higher attrition rates seen among older students.

Many interventions and strategies are necessary to ensure that Oregon has an adequate nurse workforce to meet the health care needs of its population. The NSAD serves as an important data source to inform and measure the efficacy of education-related interventions. Additionally, accurate applicant-level data provides an understanding of the true demand for nursing school and applicant pool demographics.

IMPLICATIONS

The NSAD project demonstrates that many applicants to Oregon's nursing programs apply to multiple programs. Both the applicant and the institution incur costs as part of the application process. Since there is a high volume of multiple program applicants and many components of the process are similar across institutions, nursing schools may want to consider a centralized system similar to that used by medical and dental schools. This would allow applicants to send application materials to one location for processing and distribution to nursing programs resulting in cost savings to the programs. Additionally, a centralized application service would allow standardized data collection on nursing school applicants.

NSAD data also revealed that differences between applicant-level and program-level data are consistent across years. This suggests that annual collection of NSAD data may not be warranted and that data can be collected every other year to look for changes in demand for nursing school in Oregon and monitor applicant outcomes and demographics.

Two years of NSAD data show that the number of qualified applicants not accepted is considerably lower than originally thought. This is because many nursing school applicants apply during multiple academic years and in so doing greatly improve their chances of acceptance. Applicants should be encouraged to apply again should their initial attempt be unsuccessful.

Retention of Oregon's first-year nursing students appears to be quite high. However, older students and those enrolled in associate degree programs appear to be more vulnerable to early exit. As this finding is based on a single cohort of nursing students, additional research to confirm these results and to investigate reasons for these phenomena is in order. Such investigation may point to a need for targeted programs that support these students' educational careers and make the best use of available resources.

LIMITATIONS

With 21 institutions participating in this project, there is considerable variability in the ways data are collected and stored. One key difference is that institutions varied in the racial and ethnic categories reported. Three institutions did not report race/ethnicity data. Missing and incomplete data also made it impossible to analyze previous degrees earned by applicants.

New Department of Education and Federal Office of Management and Budget guidelines will improve race/ethnicity data collected by the programs. Applicants are now uniformly asked to report race and ethnicity separately. This standardization should improve the quality of race/ethnicity data in the future. With higher quality data, it will be possible to compare the applicant pool to the Oregon population. It is critical to know the demographics of the applicant pool so that recruitment efforts can be targeted and specific programs developed to increase rates of underrepresented groups applying to nursing school.

While the NSAD could not control how data were collected at the program level, several steps were taken to minimize variations in data submission. These included the distribution of an instruction guide, a webinar, as well as individual contact with each site's contact. As data was submitted, OCN staff reviewed the data as it arrived and discrepancies were discussed directly with school contacts.

NOTES

1. Oregon State Board of Nursing, statistics provided upon request, (2007).
2. National League for Nursing. (2010). *Nursing data review academic year 2007-2008*. New York: National League Nursing.
3. American Association of College of Nursing. (2010). *2009-2010 Enrollment and graduation in baccalaureate and graduate Programs in Nursing*. Washington DC: AACN.
4. The Oregon State Board of Nursing collects statistics from Oregon's nursing programs annually. These statistics include counts of enrolled students.
5. Oregon Center for Nursing. (2009). *Who gets in? Pilot year data from the Nursing Student Admissions Database*. Portland, OR: Oregon Center for Nursing.
6. FERPA is a federal regulation that protects the privacy of students (and their parents) attending educational or instructional institutions that have funds available to them under any program administered by the Office of the Secretary of the United States Department of Education. FERPA can be found in the Code of Federal Regulations under 34 CFR Part 99. An electronic version of FERPA is available for download at <http://www.ed.gov/policy/gen/reg/ferpa/index.html>
7. Federal regulations governing the protection of human subjects research can be found in the Code of Federal Regulations under 45 CFR Part 46. The document contains the United States Department of Health and Human Services rules and regulations regarding the protection of human subjects in research. An electronic version of 45 CFR Part 46 is available for download at <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm>

APPENDICES

Appendix A: ADN and BSN Program Partners and Project Contacts

PROGRAM	LOCATION	PROGRAM TYPE	DEAN/DIRECTOR	PROJECT CONTACT
Blue Mountain Community College	Pendleton	ADN	Terry Vogel	Jan Hood, Institutional Reporter/AIS Programmer
Central Oregon Community College	Bend	ADN	Michele Decker	Seana Barry, Admissions/Records
Chemeketa Community College	Salem	ADN	Kay Carnegie	Melissa Frey, Enrollment Services
Clackamas Community College	Oregon City	ADN	Maureen Mitchell	Barb Cannon, Nursing Program Chair
Clatsop Community College	Astoria	ADN	Laurie Choate	Joanne Swenson, Admissions
Columbia Gorge Community College	The Dalles	ADN	Doris Jepson	Karen Carter, Dean of Student Services
Concordia University-Portland	Portland	BSN	Joyce Zerwekh	Jennifer Pearce, Program Coordinator, College of Health and Human Services
George Fox University	Newberg	BSN	Carla Hagen	Elaine Smith, Admissions Assistant, Department of Nursing
Lane Community College	Eugene	ADN	Sheryl Burman	Roxanne Atter, Administrative Support Tricia Tully, Nursing Program Director
Linfield-Good Samaritan School of Nursing	Portland	BSN, Accelerated BSN	Bonnie Saucier	Shirley Buffa, Nursing Admissions Assistant
Linn-Benton Community College	Albany	ADN	Roberta Bronson	Nancy Morrill, Admissions Office Manager
Mt. Hood Community College	Gresham	ADN	Janie Griffin	Judy Froehlich, Admissions and Transcript Evaluator
Oregon Coast Community College	Newport	ADN	Joyce Godels	Marjorie Blake, Nursing Program Assistant
Oregon Health & Science University (OHSU)	Portland	BS Accelerated BS	Michael Bleich	Jennifer Anderson, Director of Admissions, Retention and Progression
Portland Community College	Portland	ADN	Marilyn McGuire-Session	Melissa Stark, Health Admissions Specialist Lindsay Sauve, Health Admissions Specialist
Rogue Community College	Grants Pass	ADN	Linda Wagner	Melissa Weast, Nursing Department Secretary
Southwestern Oregon Community College	Coos Bay	ADN	Susan Walker	Aimee Higgins, Assistant to Nursing Coordinator
Treasure Valley Community College	Ontario	ADN	Maureen McDonough	Rocky Ingalls, Database Support Administrator Nancy Olson, Nursing Department Assistant
Umpqua Community College	Roseburg	ADN	Sandy Hendy	LaVera Nordling, Admissions
University of Portland	*Portland	BSN	Joanne Warner	Stacey Boatright, Nursing Program Counselor
Walla Walla University School of Nursing	Portland	BSN	Lucille Krull	Jan Thurnhofer, Nursing Department Student Program Advisor
*Note: OHSU offers the BSN degree at four branch campuses: Southern Oregon University in Ashland, Oregon Institute of Technology in Klamath Falls, Eastern Oregon University in La Grande, and Western Oregon University in Monmouth.				

Appendix B: Description of Oregon's Pre-Licensure RN Programs

Oregon's 21 pre-licensure RN programs offer three types of programs leading to two types of nursing degrees, all of which allow graduates to take the RN-NCLEX exam and, upon successfully passing the exam, begin working as a registered nurse (RN) in a variety of settings.

Nursing programs offers degree at the associate's degree level and bachelor's degree level. The Associate Degree in Nursing (ADN) is available at 15 community college in Oregon. The Bachelor of Science (BS) or the Bachelor of Science in Nursing (BSN) are available at one public university and five private colleges in Oregon. There are also two accelerated programs that result in a bachelor's degree.

ADN or BS/BSN nursing program are available in 18 of Oregon's 36 counties. The majority of the nursing programs are located in the heavily populated western third of the state with just over half located along the I-5 corridor. The eastern rural portion of the state is home to just two ADN programs and one BS satellite program. All six BS/BSN programs and three ADN programs are located in or just outside the Portland metro area. The public university also offers its BS program at four branch campuses around the state.

While either type of degree, the ADN or BSN, leads to becoming an RN, there are differences in program content, length of program and opportunities for career advancement. Earning either type of degree requires prerequisite health sciences coursework and liberal arts courses including English, math and humanities, prior to applying for admission to a nursing program.

Associate Degree in Nursing (ADN) programs focus on technical skills needed for direct patient care in a variety of settings. An ADN program typically takes two years to complete, excluding the one to one-and-half years it typically takes to complete the pre-requisite courses required prior to applying to the program. Earning an ADN often allows graduates to begin working sooner, though career advancement options in management, administration, and research are limited. Nurses with an ADN can complete a BSN at a later time.

Bachelor of Science (BS)/Bachelor of Science in Nursing (BSN) programs provide graduates with a four-year university or college degree with a major in nursing, with junior and senior years focusing almost exclusively on nursing coursework. In addition to teaching students direct patient care skills, BS/BSN programs provide coursework in family and community nursing, leadership, management and research. Having a BSN allows RNs greater opportunity to advance to positions in management, administration, and research, and also to enter advanced nursing degree programs.

Most Oregon BS/BSN programs allow students the option of completing pre-requisite courses at community or other colleges and universities before applying as a transfer student to complete the junior and senior years of nursing coursework.

Accelerated Bachelor of Science/Bachelor's of Science in Nursing (BS/BSN) programs take 15 to 18 months to complete and are fast-paced. Students in these programs have already earned a previous bachelor's degree in another field and focus solely on nursing coursework.

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