



SHINE THROUGH

SHAPING A BRILLIANT FUTURE

2023 ANNUAL MEETING AUG. 16-18, 2023 | CHICAGO



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Prelicensure RN Education During the Pandemic

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Director | Research

Agenda



Background

Methodology

Results

Questions/Comments



COVID-19 Research Agenda

- April 2020 – April 2023
- 10+ applied studies
- Every level of nursing



2022 National Nursing Workforce Survey

The largest, most comprehensive and rigorous evaluation of the nursing workforce since the pandemic.



Purpose of Study

To assess the impact of institutional, academic, and demographic characteristics on prelicensure nursing students' academic, initial postgraduation, and early career outcomes during the COVID-19 pandemic.

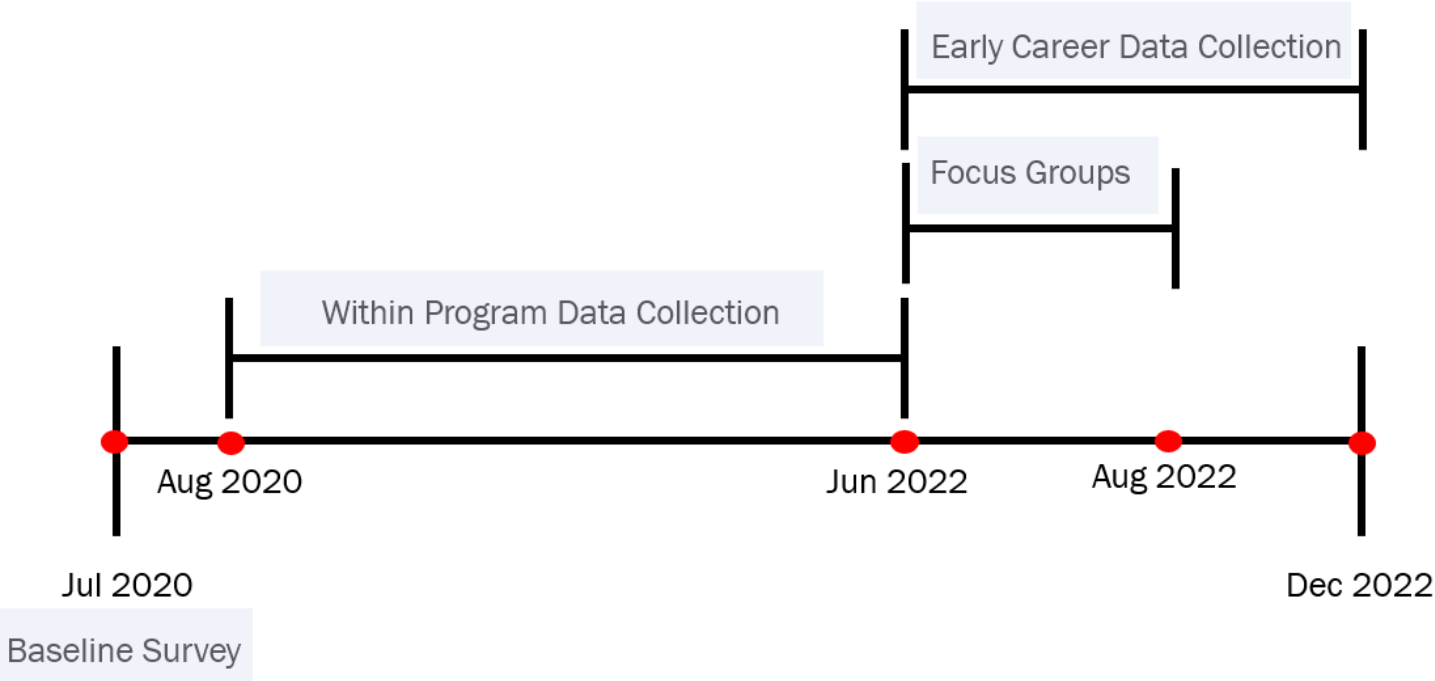


Prelicensure RN Education

- **51** programs
- **27** U.S. states
- **1,100+** participants



Study Timeline



Mixed Methods Approach

- **Methods:** Survey; Focus Groups
- **Data Collection:** Qualtrics, Zoom
- **Survey Analysis:** Detailed descriptive; graphical depiction of summary trends; non-parametric; Generalized Estimating Equation (GEE) models



Assessing the Impact of the COVID-19 Pandemic on Nursing Education: A National Study of Prelicensure RN Programs

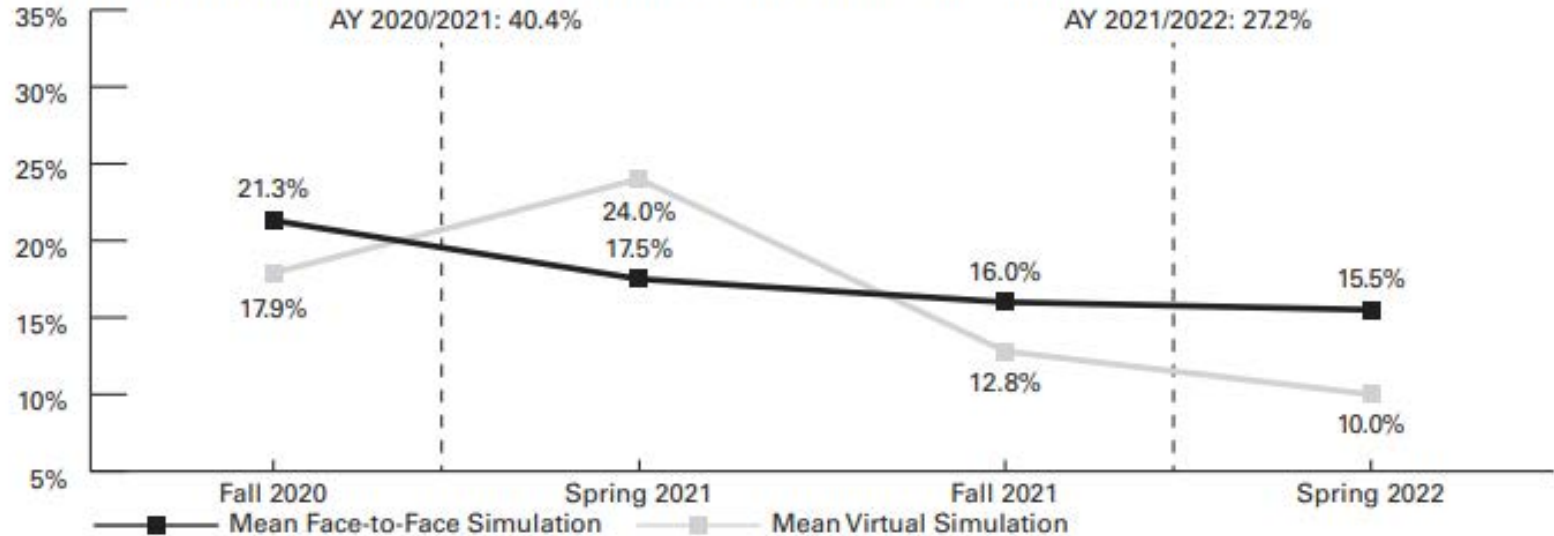
[https://doi.org/10.1016/S2155-8256\(23\)00041-8](https://doi.org/10.1016/S2155-8256(23)00041-8)

Martin, B., Kaminski-Ozturk, N., Smiley, R., Spector, N., Silvestre, J., Bowles, W., & Alexander, M. (2023). Assessing the impact of the COVID-19 pandemic on nursing education: A national study of prelicensure RN programs. *Journal of Nursing Regulation*, 14(1), S1-S67.



A Shifting Landscape Part 1

Proportion of Clinical Experiences Completed Through Simulation by Term



Note. AY = academic year.



Clinical Results

Clinical Learning Environment Comparison Survey (CLECS) 2.0 Results

Characteristics	CLECS 2.0 Sum Score
Age	1.01 (0.16)
Sex	
Female (<i>Ref</i>)	86.14 (1.22)
Male	93.42 (3.38)
Hispanic	
Hispanic	85.40 (2.92)
Non-Hispanic (<i>Ref</i>)	87.07 (1.25)
Race	
White (<i>Ref</i>)	87.00 (1.26)
Non-White	85.16 (2.82)
Pell Grant Status	
Yes	87.82 (1.86)
No (<i>Ref</i>)	86.21 (1.47)
Course Modality	
Virtual simulation (<i>Ref</i>)	76.32 (1.64)
In-person clinical placement	91.14 (1.13)***
Face-to-face simulation	89.31 (1.37)***
Term	
Fall 2020 (<i>Ref</i>)	80.73 (1.75)
Spring 2021	85.06 (1.57)*

Characteristics	CLECS 2.0 Sum Score
Fall 2021	90.96 (2.20)***
Spring 2022	95.42 (1.63)***
Clinical Rotation	
Adult medical surgical	84.76 (1.54)***
Advanced medical surgical (<i>Ref</i>)	93.39 (2.02)
Pediatrics	88.22 (2.49)
Community	81.67 (3.35)**
Maternal-newborn	89.31 (2.40)
Mental health	87.05 (2.26)*
Fundamentals	85.00 (1.76)***
Region	
Urban (<i>Ref</i>)	82.76 (1.95)
Suburban	91.14 (1.85)**
Rural	87.42 (2.10)
Other	81.50 (7.53)
Program Type	
BSN (<i>Ref</i>)	84.83 (1.48)
ADN	88.81 (1.78)
Years in Operation (<i>Unit</i> = 10)	1.13 (0.50)



Clinical Results

Creighton Competency Evaluation Instrument (CCEI) Results by Student Characteristics

Student Characteristics	CCEI Sum Score
Age	1.09 (0.03)**
Sex	
Female (<i>Ref</i>)	19.87 (0.23)
Male	19.14 (0.66)
Hispanic	
Hispanic	19.43 (0.61)
Non-Hispanic (<i>Ref</i>)	19.83 (0.23)
Race	
White (<i>Ref</i>)	20.04 (0.22)
Non-White	17.52 (0.77)**
Pell Grant Status	
Yes	19.95 (0.40)
No (<i>Ref</i>)	19.77 (0.26)
Course Modality	
Virtual simulation (<i>ref</i>)	17.62 (1.17)
In person clinical placement	19.84 (0.75)
Face-to-face simulation	20.28 (0.35)*
Term	
Fall 2020 (<i>Ref</i>)	20.85 (0.62)
Spring 2021	20.13 (0.52)

Student Characteristics	CCEI Sum Score
Fall 2021	20.24 (0.64)
Spring 2022	18.37 (1.13)*
Clinical Rotation	
Adult medical surgical (<i>ref</i>)	20.32 (0.25)
Advanced medical surgical	21.78 (0.24)***
Pediatrics	20.33 (0.54)
Community ^a	-
Maternal-newborn	21.58 (0.24)***
Mental	19.09 (0.67)
Fundamentals	19.64 (0.75)
Region	
Urban (<i>Ref</i>)	18.56 (0.44)
Suburban	19.93 (0.30)**
Rural	20.65 (0.26)***
Other	22.20 (0.20)***
Program Type	
BSN (<i>Ref</i>)	19.04 (0.31)
ADN	20.73 (0.24)***
Years in Operation (<i>Unit</i> = 10)	1.28 (0.12)*



Clinical Results

Program Comparisons on Standardized Examination Scores

Faculty Outcomes	In-Program Scores	<i>p</i>	NCLEX Scores	<i>p</i>
Program type				
BSN	56.3% (39.2%–67.6%)	.47	89.5% (80.4%–92.7%)	.50
ADN	52.2% (42.9%–70.8%)		88.5% (83.3%–91.3%)	
Region				
Urban	66.7% (31.2%–82.5%)	.85	88.0% (80.3%–92.5%)	.57
Suburban	50.3% (44.8%–59.4%)		88.3% (82.3%–93.1%)	
Rural	52.0% (39.8%–59.0%)		91.1% (88.5%–92.7%)	
Difficulty Arranging Clinical Rotations				
Similar level of difficulty	52.2% (44.4%–77.9%)	.18	88.3% (82.3%–92.7%)	.97
Somewhat more difficult	62.5% (48.4%–66.7%)		88.5% (86.1%–92.7%)	
Much more difficult	38.1% (0.0%–52.0%)		85.1% (78.1%–94.9%)	
Resources for Virtual Simulation				
Maintaining same levels prior	52.2% (39.2%–66.7%)	.03	90.9% (75.9%–93.1%)	.51
No	39.8% (38.1%–52.0%)		87.5% (80.4%–90.7%)	
Yes	82.9% (63.0%–86.7%)		89.1% (83.1%–93.1%)	
Initial Simulation (F) Increase				
<15%	59.0% (39.2%–67.7%)	.49	90.9% (84.6%–92.7%)	.18
≥15%	50.3% (44.8%–70.5%)		88.5% (81.5%–91.3%)	
Initial Virtual Simulation Increase				
<14%	59.0% (38.1%–67.6%)	.31	89.9% (83.3%–92.7%)	.50
≥14%	52.1% (45.2%–77.9%)		88.7% (83.1%–92.5%)	
Initial Online Lecture Increase				
<61%	54.4% (39.8%–82.5%)	.21	90.8% (87.1%–92.9%)	.08
≥61%	53.8% (42.9%–66.7%)		87.7% (81.5%–91.3%)	
Mean Simulation (F) Increase				
<12.5%	39.8% (38.1%–59.0%)	.04	88.5% (80.0%–92.7%)	.34
≥12.5%	63.0% (45.2%–86.7%)		87.5% (83.3%–93.1%)	
Mean Virtual Simulation Increase				
<20%	66.7% (39.8%–86.7%)	.05	87.5% (75.9%–92.5%)	.25
≥20%	45.2% (39.2%–59.0%)		88.5% (80.3%–93.1%)	
Mean Online Lecture Increase				
<46.25%	54.1% (39.2%–62.5%)	.23	88.7% (83.3%–92.7%)	.47
≥46.25%	63.0% (45.2%–67.6%)		90.2% (84.6%–92.5%)	



Clinical Results

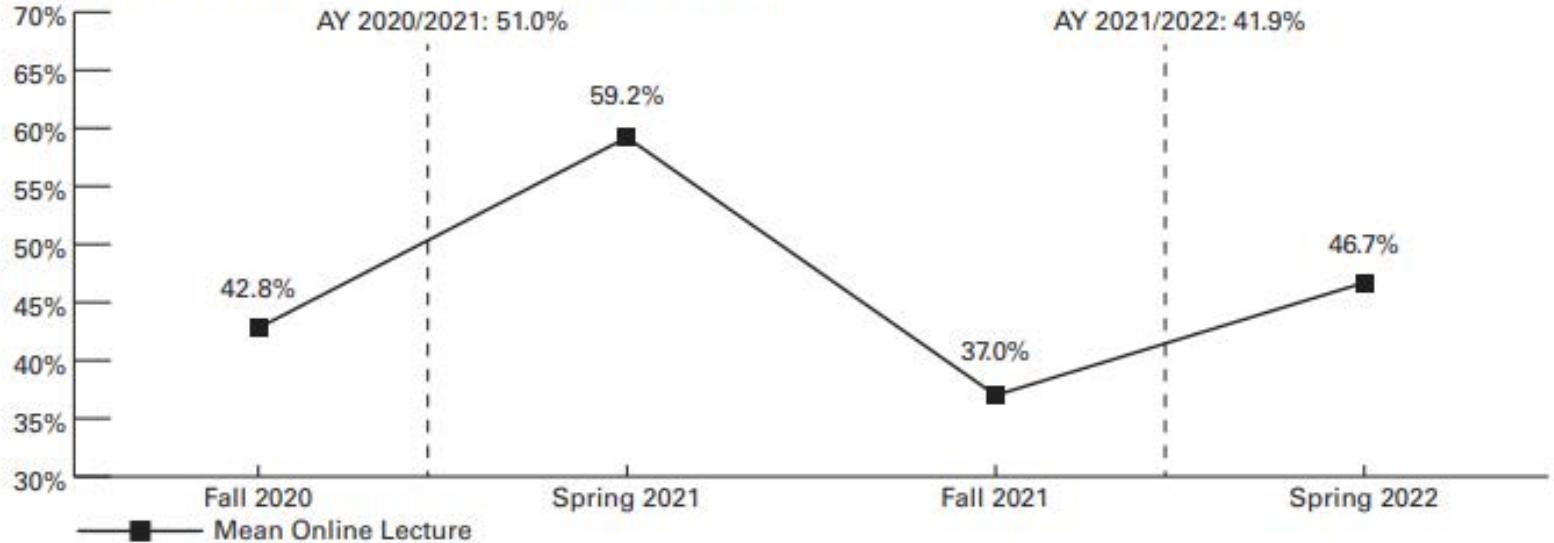
Program Comparisons on Aggregate First-Time NCLEX Pass Rates

Program Characteristics	First-Time NCLEX Pass Rate		p
	<80%	≥80%	
Program Type			
BSN	6 (21.4%)	22 (78.6%)	.24
ADN	2 (9.5%)	19 (90.5%)	
Region			
Urban	6 (26.1%)	17 (73.9%)	.31
Suburban	2 (12.5%)	14 (87.5%)	
Rural	0 (0%)	10 (100%)	
Difficulty Arranging Clinical Rotations			
Similar level of difficulty	1 (25.0%)	3 (75.0%)	.42
Somewhat more difficult	5 (22.7%)	17 (77.3%)	
Much more difficult	2 (10.0%)	18 (90.0%)	
Resources for Virtual Simulation			
Maintaining the same levels	2 (16.7%)	10 (83.3%)	.66
No	2 (28.6%)	5 (71.4%)	
Yes	4 (14.8%)	23 (85.2%)	
In-Program Scores ^a	62.5% (38.1%–63.0%)	52.2% (42.9%–70.8%)	.38
Years in Operation	65 (43–76)	54 (37–58)	.21
Full-time Faculty	24 (13–40)	11 (8–22)	.11
Required Clinical Hours	630 (150–675)	697 (550–750)	.07
Fall 2020 Student Enrollment	37 (20–109)	54 (30–97)	.40
Proportion of White Students	75.0% (63.0%–84.0%)	60.0% (36.5%–82.0%)	.06
Proportion of Female Students	80.0% (78.0%–90.0%)	88.0% (83.5%–92.5%)	.20
Initial Simulation (F) Increase	25.0% (15.5%–25.0%)	34.0% (20.0%–50.0%)	.07
Initial Virtual Simulation Increase	20.0% (15.0%–35.0%)	9.0% (0%–19.5%)	.04



A Shifting Landscape Part 2

Proportion of Lectures Completed Online by Term



Note. AY = academic year.



Lecture Results

Students' Cognitive, Affective, and Psychomotor (CAP) Perceived Learning Scale Results

Characteristics	Cognitive	Affective	Psychomotor	Sum
Age (<i>Unit</i> = 1)	1.06 (0.03)*	1.03 (0.03)	1.08 (0.03)**	1.17 (0.08)*
Sex				
Female (<i>Ref</i>)	12.07 (0.18)	12.89 (0.20)	12.86 (0.20)	37.82 (0.51)
Male	12.47 (0.52)	13.53 (0.74)	12.93 (0.53)	38.93 (1.63)
Hispanic				
Hispanic	12.38 (0.49)	13.16 (0.53)	13.18 (0.51)	38.72 (1.37)
Non-Hispanic (<i>Ref</i>)	12.08 (0.18)	12.90 (0.21)	12.81 (0.20)	37.79 (0.51)
Race				
White (<i>Ref</i>)	12.11 (0.46)	12.92 (0.21)	12.88 (0.21)	37.91 (0.53)
Non-white	11.99 (0.19)	12.85 (0.42)	12.57 (0.49)	37.40 (1.13)
Pell Grant Status				
Yes	12.63 (0.31)*	13.31 (0.34)	13.63 (0.26)**	39.57 (0.78)**
No (<i>Ref</i>)	11.84 (0.20)	12.73 (0.23)	12.44 (0.25)	37.01 (0.59)
Course Modality				
Online (<i>Ref</i>)	11.60 (0.27)	12.13 (0.30)	11.46 (0.36)	35.19 (0.76)
In person	12.14 (0.26)	13.44 (0.27)***	13.33 (0.27)***	38.91 (0.66)***
Hybrid	12.39 (0.23)**	13.05 (0.27)**	13.38 (0.23)***	38.82 (0.63)***



Lecture Results

Student Course Engagement Questionnaire Modified (SCEQ-M) Results

Characteristics	Applied	Goal-Oriented	Self-Disciplined	Interactive	Sum
Age	1.06 (0.02)***	1.01 (0.02)	1.13 (0.04)**	1.10 (0.04)**	1.67 (0.34)**
Sex					
Female (<i>Ref</i>)	12.46 (0.14)	22.12 (0.17)	22.96 (0.31)	19.50 (0.26)	93.68 (0.92)
Male	12.53 (0.47)	21.75 (0.58)	22.71 (0.87)	20.03 (0.72)	93.51 (2.99)
Hispanic					
Hispanic	12.41 (0.50)	21.63 (0.50)	23.20 (0.85)	19.61 (0.62)	93.28 (2.70)
Non-Hispanic (<i>Ref</i>)	12.47 (0.14)	22.16 (0.17)	22.91 (0.31)	19.56 (0.27)	93.78 (0.92)
Race					
White (<i>Ref</i>)	12.21 (0.38)	22.19 (0.18)	23.00 (0.31)	19.62 (0.27)	93.98 (0.95)
Non-White	12.47 (0.15)	21.45 (0.43)	22.38 (0.77)	18.92 (0.67)	91.07 (2.40)
Pell Grant Status					
Yes	12.69 (0.23)	22.06 (0.30)	23.62 (0.51)	20.17 (0.41)	95.39 (1.59)
No (<i>Ref</i>)	12.34 (0.17)	22.11 (0.20)	22.58 (0.34)	19.24 (0.30)	92.80 (1.03)
Course Modality					
Online (<i>Ref</i>)	12.32 (0.23)	22.09 (0.24)	22.26 (0.39)	18.62 (0.37)	91.56 (1.24)
In person	12.50 (0.20)	22.28 (0.24)	23.04 (0.43)	19.95 (0.42)**	94.73 (1.31)**
Hybrid	12.48 (0.17)	21.93 (0.24)	23.25 (0.37)*	19.79 (0.29)**	94.06 (1.16)



Lecture Results

Program Comparisons on Standardized Examination Scores

Faculty Outcomes	In-Program Scores	<i>p</i>	NCLEX Scores	<i>p</i>
Program type				
BSN	56.3% (39.2%–67.6%)	.47	89.5% (80.4%–92.7%)	.50
ADN	52.2% (42.9%–70.8%)		88.5% (83.3%–91.3%)	
Region				
Urban	66.7% (31.2%–82.5%)	.85	88.0% (80.3%–92.5%)	.57
Suburban	50.3% (44.8%–59.4%)		88.3% (82.3%–93.1%)	
Rural	52.0% (39.8%–59.0%)		91.1% (88.5%–92.7%)	
Difficulty Arranging Clinical Rotations				
Similar level of difficulty	52.2% (44.4%–77.9%)	.18	88.3% (82.3%–92.7%)	.97
Somewhat more difficult	62.5% (48.4%–66.7%)		88.5% (86.1%–92.7%)	
Much more difficult	38.1% (0.0%–52.0%)		85.1% (78.1%–94.9%)	
Resources for Virtual Simulation				
Maintaining same levels prior	52.2% (39.2%–66.7%)	.03	90.9% (75.9%–93.1%)	.51
No	39.8% (38.1%–52.0%)		87.5% (80.4%–90.7%)	
Yes	82.9% (63.0%–86.7%)		89.1% (83.1%–93.1%)	
Initial Simulation (F) Increase				
<15%	59.0% (39.2%–67.7%)	.49	90.9% (84.6%–92.7%)	.18
≥15%	50.3% (44.8%–70.5%)		88.5% (81.5%–91.3%)	
Initial Virtual Simulation Increase				
<14%	59.0% (38.1%–67.6%)	.31	89.9% (83.3%–92.7%)	.50
≥14%	52.1% (45.2%–77.9%)		88.7% (83.1%–92.5%)	
Initial Online Lecture Increase				
<61%	54.4% (39.8%–82.5%)	.21	90.8% (87.1%–92.9%)	.08
≥61%	53.8% (42.9%–66.7%)		87.7% (81.5%–91.3%)	
Mean Simulation (F) Increase				
<12.5%	39.8% (38.1%–59.0%)	.04	88.5% (80.0%–92.7%)	.34
≥12.5%	63.0% (45.2%–86.7%)		87.5% (83.3%–93.1%)	
Mean Virtual Simulation Increase				
<20%	66.7% (39.8%–86.7%)	.05	87.5% (75.9%–92.5%)	.25
≥20%	45.2% (39.2%–59.0%)		88.5% (80.3%–93.1%)	
Mean Online Lecture Increase				
<46.25%	54.1% (39.2%–62.5%)	.23	88.7% (83.3%–92.7%)	.47
≥46.25%	63.0% (45.2%–67.6%)		90.2% (84.6%–92.5%)	



Lecture Results

Faculty Outcomes	In-Program Scores	<i>p</i>	NCLEX Scores	<i>p</i>
Total Clinical Courses Changed				
<50%	56.3% (39.2%–77.9%)	.43	90.8% (80.3%–92.7%)	.28
≥50%	58.7% (44.8%–67.2%)		87.9% (81.6%–93.1%)	
Total Didactic Courses Changed				
<37.5%	48.6% (39.5%–74.4%)	.27	92.6% (86.1%–94.2%)	.003
≥37.5%	62.8% (45.6%–67.2%)		86.7% (78.7%–89.9%)	



Workforce Pipeline

- Clinical preparedness of new nurse graduates
- Practice and diagnostic proficient of early career nurses



Clinical Results

New Nurse Graduate Performance Survey Results by Program Characteristics

Program Characteristics	Clinical Knowledge	Technical Skills	Critical Thinking	Communication	Professionalism	Management of Responsibilities
Program Type						
BSN	3.84 (0.07)	4.86 (0.09)	4.66 (0.09)	4.72 (0.08)	5.10 (0.07)	4.59 (0.09)
ADN	3.97 (0.08)	4.95 (0.09)	4.90 (0.09)	4.88 (0.11)	5.19 (0.08)	4.84 (0.09)
School Region						
Urban	3.87 (0.09)	4.80 (0.13)	4.66 (0.12)	4.64 (0.10)	5.03 (0.09)	4.52 (0.13)
Suburban	3.90 (0.08)	4.92 (0.10)	4.74(0.10)	4.79 (0.10)	5.19 (0.08)	4.71 (0.11)
Rural	3.92 (0.09)	5.02 (0.08)	4.95 (0.09)	5.02 (0.11)	5.29 (0.09)	4.96 (0.08)**
Years in Operation						
<54 y	3.87 (0.07)	4.88 (0.09)	4.79 (0.08)	4.74 (0.08)	5.13 (0.07)	4.67 (0.09)
≥54 y	3.93 (0.07)	4.93 (0.07)	4.68 (0.08)	4.87 (0.08)	5.17 (0.07)	4.72 (0.10)
Initial Simulation (F) Increase						
<15%	4.01 (0.08)	5.06 (0.08)	4.86 (0.09)	4.98 (0.09)	5.27 (0.08)	4.86 (0.09)
≥15%	3.82 (0.07)	4.78 (0.09)*	4.69 (0.09)	4.65 (0.08)**	5.05 (0.07)*	4.56 (0.10)*
Initial Virtual Simulation Increase						
<14%	3.86 (0.06)	4.81 (0.10)	4.68 (0.10)	4.78 (0.09)	5.12 (0.08)	4.63 (0.11)
≥14%	3.92 (0.06)	4.98 (0.08)	4.84 (0.08)	4.79 (0.09)	5.16 (0.06)	4.73 (0.09)
Initial Online Lecture Increase						
<61%	3.86 (0.07)	4.90 (0.08)	4.76 (0.09)	4.81 (0.07)	5.13 (0.06)	4.67 (0.09)
≥61%	3.95 (0.08)	4.90 (0.10)	4.76 (0.10)	4.74 (0.11)	5.17 (0.09)	4.70 (0.11)
Mean Simulation (F) Increase						
<12.5%	3.84 (0.07)	5.01 (0.08)	4.83 (0.09)	4.84 (0.09)	5.17 (0.07)	4.76 (0.10)
≥12.5%	3.92 (0.09)	4.81 (0.12)	4.75 (0.10)	4.70 (0.10)	5.16 (0.08)	4.63 (0.12)
Mean Virtual Simulation Increase						
<20%	3.83 (0.09)	5.00 (0.08)	4.90 (0.08)	4.83 (0.10)	5.22 (0.07)	4.85 (0.08)
≥20%	3.93 (0.07)	4.79 (0.12)	4.65 (0.12)*	4.69 (0.09)	5.09 (0.08)	4.51 (0.13)*
Mean Online Lecture Increase						
<46.25%	3.91 (0.07)	5.05 (0.07)	4.89 (0.07)	4.99 (0.08)	5.27 (0.07)	4.88 (0.07)
≥46.25%	3.87 (0.09)	4.71 (0.12)*	4.70 (0.11)	4.66 (0.10)*	5.07 (0.09)	4.54 (0.12)*
Total Clinical Courses D						
<50%	3.91 (0.08)	5.08 (0.08)	4.83 (0.11)	4.94 (0.09)	5.24 (0.07)	4.78 (0.11)
≥50%	3.87 (0.07)	4.81 (0.09)*	4.74 (0.08)	4.70 (0.08)*	5.10 (0.07)	4.64 (0.09)
Total Didactic Courses D						
<37.5%	4.00 (0.07)	5.07 (0.08)	4.91 (0.09)	4.94 (0.08)	5.26 (0.07)	4.82 (0.09)
≥37.5%	3.79 (0.08)*	4.72 (0.11)**	4.64(0.10)*	4.66 (0.09)*	5.02 (0.08)*	4.57 (0.11)



Lecture Results

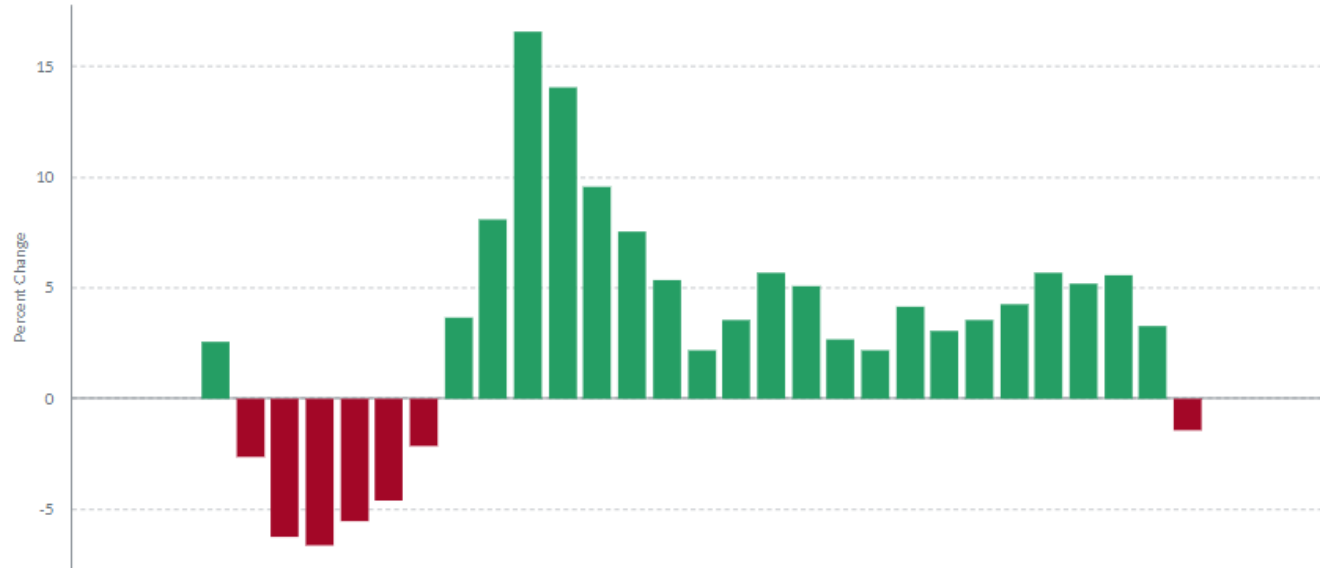
New Nurse Graduate Performance Survey Results by Program Characteristics

Program Characteristics	Clinical Knowledge	Technical Skills	Critical Thinking	Communication	Professionalism	Management of Responsibilities
Program Type						
BSN	3.84 (0.07)	4.86 (0.09)	4.66 (0.09)	4.72 (0.08)	5.10 (0.07)	4.59 (0.09)
ADN	3.97 (0.08)	4.95 (0.09)	4.90 (0.09)	4.88 (0.11)	5.19 (0.08)	4.84 (0.09)
School Region						
Urban	3.87 (0.09)	4.80 (0.13)	4.66 (0.12)	4.64 (0.10)	5.03 (0.09)	4.52 (0.13)
Suburban	3.90 (0.08)	4.92 (0.10)	4.74(0.10)	4.79 (0.10)	5.19 (0.08)	4.71 (0.11)
Rural	3.92 (0.09)	5.02 (0.08)	4.95 (0.09)	5.02 (0.11)	5.29 (0.09)	4.96 (0.08)**
Years in Operation						
<54 y	3.87 (0.07)	4.88 (0.09)	4.79 (0.08)	4.74 (0.08)	5.13 (0.07)	4.67 (0.09)
≥54 y	3.93 (0.07)	4.93 (0.07)	4.68 (0.08)	4.87 (0.08)	5.17 (0.07)	4.72 (0.10)
Initial Simulation (F) Increase						
<15%	4.01 (0.08)	5.06 (0.08)	4.86 (0.09)	4.98 (0.09)	5.27 (0.08)	4.86 (0.09)
≥15%	3.82 (0.07)	4.78 (0.09)*	4.69 (0.09)	4.65 (0.08)**	5.05 (0.07)*	4.56 (0.10)*
Initial Virtual Simulation Increase						
<14%	3.86 (0.06)	4.81 (0.10)	4.68 (0.10)	4.78 (0.09)	5.12 (0.08)	4.63 (0.11)
≥14%	3.92 (0.06)	4.98 (0.08)	4.84 (0.08)	4.79 (0.09)	5.16 (0.06)	4.73 (0.09)
Initial Online Lecture Increase						
<61%	3.86 (0.07)	4.90 (0.08)	4.76 (0.09)	4.81 (0.07)	5.13 (0.06)	4.67 (0.09)
≥61%	3.95 (0.08)	4.90 (0.10)	4.76 (0.10)	4.74 (0.11)	5.17 (0.09)	4.70 (0.11)
Mean Simulation (F) Increase						
<12.5%	3.84 (0.07)	5.01 (0.08)	4.83 (0.09)	4.84 (0.09)	5.17 (0.07)	4.76 (0.10)
≥12.5%	3.92 (0.09)	4.81 (0.12)	4.75 (0.10)	4.70 (0.10)	5.16 (0.08)	4.63 (0.12)
Mean Virtual Simulation Increase						
<20%	3.83 (0.09)	5.00 (0.08)	4.90 (0.08)	4.83 (0.10)	5.22 (0.07)	4.85 (0.08)
≥20%	3.93 (0.07)	4.79 (0.12)	4.65 (0.12)*	4.69 (0.09)	5.09 (0.08)	4.51 (0.13)*
Mean Online Lecture Increase						
<46.25%	3.91 (0.07)	5.05 (0.07)	4.89 (0.07)	4.99 (0.08)	5.27 (0.07)	4.88 (0.07)
≥46.25%	3.87 (0.09)	4.71 (0.12)*	4.70 (0.11)	4.66 (0.10)*	5.07 (0.09)	4.54 (0.12)*
Total Clinical Courses D						
<50%	3.91 (0.08)	5.08 (0.08)	4.83 (0.11)	4.94 (0.09)	5.24 (0.07)	4.78 (0.11)
≥50%	3.87 (0.07)	4.81 (0.09)*	4.74 (0.08)	4.70 (0.08)*	5.10 (0.07)	4.64 (0.09)
Total Didactic Courses D						
<37.5%	4.00 (0.07)	5.07 (0.08)	4.91 (0.09)	4.94 (0.08)	5.26 (0.07)	4.82 (0.09)
≥37.5%	3.79 (0.08)*	4.72 (0.11)**	4.64(0.10)*	4.66 (0.09)*	5.02 (0.08)*	4.57 (0.11)



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Burnout among academic nursing faculty

<https://doi.org/10.1016/j.profnurs.2023.06.001>

Zangaro, G. A., Rosseter, R., Trautman, D., & Leaver, C. (2023). Burnout among academic nursing faculty. *Journal of Professional Nursing*, 48, 54-59.



Key Takeaways

- 1) The effects of the pandemic are widespread and multiple.
- 2) Shifts to virtual clinical simulation and online lecture delivery had a deleterious effect on student outcomes.
- 3) There was good adherence to evidence-based guidelines for face-to-face simulation.



Questions/Comments



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