

CALCULATING GRADUATION AND
PERSISTENCE RATES

For Initial RN Licensure Programs
In the Gulf Coast Region of Texas: Round 2
(Academic Year 2002)

Prepared for
The Health Services Steering Committee*

By the
Graduation Rates Taskforce

Houston, Texas
-Revised July 2007



August 2007

Dear Reader,

We are pleased to present *Calculating Graduation and Persistence Rates for Initial RN Licensure Programs in the Gulf Coast Region of Texas: Round 2*. The findings in Round 2, which measured the graduation rates of students initially enrolled in academic year 2001-02, are very similar to those of the Round 1. In many ways, the Round 2 findings were reassuring and in some ways, disappointing.

In Round 1, we found that the “on-time” graduation rate from the region’s schools of nursing was 51 percent—that is, just over half of the students enrolled in schools of nursing in the Gulf Coast region graduated on the date specified by the program curriculum. By adding two more terms—about one more year—63 percent of the students graduated with a degree leading to an initial RN licensure. Although some students graduated beyond that time, most students (95 percent) who graduated did so within the projected time plus two terms. These statistics include all nursing programs and schools within the Gulf Coast region—associate degree programs at community colleges and baccalaureate programs at general universities or health-related institutions.

After completing Round 1, we were surprised—the graduation rates were lower than we expected. For that reason along with others, we conducted Round 2 to find out if our findings were representative. The findings in Round 2 followed a similar pattern: 53 percent of students graduated “on-time” as specified by the program’s curriculum design and 66 percent graduated within projected time period plus two additional terms. Ninety-eight percent (98 percent) of all students who graduated did so within the extended time period of “expected plus two terms”.

As leaders in health care delivery and in nursing education, we are disappointed that almost one-third of students who enroll in our programs fail to complete the nursing curricula. This led me to look at other schools and other disciplines to see if our performance was significantly different.

Although we were not able to find exactly comparable information—each study has a different design and data analysis format—it is clear that the performance of nursing programs is not significantly different from the general profile of graduations from community colleges and universities. In fact, in some areas, the Gulf Coast schools of nursing seem to be performing better. It is also clear that employers as well as educators are very interested in improving graduation rates from higher education and from programs in specific disciplines.

The Southern Regional Educational Board (SREB), a nonprofit, nonpartisan organization that works with leaders and policy-makers in 16 member states to improve pre-K through postsecondary education, recently published *Fact Book on Higher Education--2007*.

The fact book includes information on graduation rates in the SREB 16-state region, in the nation and in individual states within the region. At 150 percent of the expected time to graduate (3 years), the graduation rates from public two-year colleges in the SREB region are reported at 17 percent, in the U.S at 22 percent and in Texas at 11 percent (p.19). In Round 2 our Gulf Coast study, the overall

graduation rate from community college programs of nursing at 150 percent of the expected time is 57 percent and is 80 percent for students in the LVN to ADN programs. Although the studies are not directly comparable, it does appear that community college programs of nursing in the Gulf Coast are out performing the general graduation rates from community colleges.

In the same reference book, graduation rates from the SREB region's public four-year colleges and universities were 52 percent, below the U.S. average of 54 percent and below the Texas rate of 55 percent. Again, the time period for assessment was 150 percent of expected graduation date—6 years (p.17). In our Gulf Coast study, graduation rates from general universities and health-related institutions within 150 percent of the expected time were 75 percent in round 2.

From all types programs (community colleges, general universities and health-related institutions), the overall graduation rates in the Gulf Coast were 67 percent in Round 1 and 68 percent in Round 2. These data suggest that, although improvement is needed, the schools of nursing in the Gulf Coast are strong performers in achieving student success as defined by graduation.

In 2000, the Texas Higher Education Coordinating Board published *Closing the Gap*, a long-range plan for higher education in Texas. In the 2006 progress report, it was noted that “six-year graduation rates for first-time, full-time university students slowly increased over the past five years from 49.2 percent to 55.5 percent statewide, a positive sign but still a relatively low rate compared with other states. The four-year graduation rate also increased modestly from 19.9 percent in FY 2000 to 24.3 percent in FY 2005.” (p.7). Although not specifically identified in *Closing the Gaps*, the time that students take to earn degrees should be reduced to improve graduation rates, reduce costs for students and parents, and better utilize enrollment capacity at institutions.

All of this points to the need for continued dedication to improving graduation rates in all areas of higher education. It also highlights that schools of nursing in the Gulf Coast have made progress and need to sustain efforts in order to meet the economic needs and demands of our region.

I hope you find this report useful. I thank the members of the Task Force, the Education Workgroup, the Gulf Coast Health Services Steering Committee and the staff of The WorkSource who worked together to make these reports possible.

Sincerely,



Patricia L. Starck, DSN, RN

CALCULATING GRADUATION AND PERSISTENCE RATES
For Initial RN Licensure Programs
In the Gulf Coast Region of Texas: Round 2
(Academic Year 2002)

BACKGROUND

The Health Services Steering Committee (HSSC) helps employers in the Gulf Coast healthcare industry find the skilled professionals they need to provide high-quality healthcare and compete in

the global economy. The HSSC's immediate focus is helping hospitals in the region find the registered nurses they need to meet the ever-increasing demand for healthcare.

The HSSC's overarching strategy for solving the nurse shortage can best be described as a "grow your own" approach. It involves increasing enrollments in and graduations from programs leading to initial RN licensure and increasing the percentage of enrollees who graduate, go to work and remain at work in Gulf Coast hospitals.

In 2004, Rob Mosbacher, chair of the HSSC, appointed the Graduation Rates Task Force and asked Dr. Pat Starck, Dean of the School of Nursing at The University of Texas Health Science Center, to serve as chair. The Task Force was charged with determining graduation rates for all initial RN licensure programs at nursing schools in the 13-county Gulf Coast region.

In 2006, Dr. Jack Stobo, current chair of the HSSC, asked the Task Force to conduct a second survey: 1) to see if results from the first survey were fairly typical of regional performance and 2) to generate data from a least two points in time to set baselines and performance targets that can be used to evaluate HSSC efforts to increase graduation rates and thereby the number of graduates from initial RN licensure programs over time.

CALCULATING GRADUATION AND PERSISTENCE RATES

Recognizing that increasing graduation rates is an important way to increase the number of graduates produced, the Task Force moved quickly to review and add to Round 1 definitions, refine Round 1 methodology and revise the Round 1 survey for measuring graduation rates at all initial RN licensure programs in the Gulf Coast region.

Round 1 in Fall 2004 used a carefully designed survey to track the experience of new students entering initial RN licensure programs during academic year 2001 (Fall 2000 – Summer 2001). Two important findings emerged: 1) graduation rates for the region were lower than anyone expected, and 2) there were wide variations in graduation rates within and among each of the three types of nursing programs: Associate Degree in Nursing (ADN), transition to ADN for Paramedics or Licensed Vocational Nurses and Bachelor of Science in Nursing (BSN).

Round 2 in Fall 2006 repeated the Round 1 survey with the following differences.

The original student cohort was new students entering initial RN licensure programs during academic year 2002 (Fall 2001, Spring and Summer 2002)

Age was added as a demographic variable.

A "reasonable time to graduate" was defined as 150 percent of the expected time to graduate as specified by the program track's curriculum design.

Transfer students were included in all calculations.

The definition of a persisting student was expanded to include those still enrolled for at least one course in any initial RN licensure program in the Gulf Coast region.

The Task Force's Round 2 report follows below.

For detailed information on the demographic characteristics of graduates, graduation and persistence rates and performance ranges by type of nursing program and comparisons between Rounds 1 and 2 results, see the three data tables at the end of this report.

USING THE RESULTS

With results from these the two rounds of survey research, the HSSC can establish a baseline, set a performance target, better understand the real reasons why far too many students leave nursing programs short of graduation and develop and evaluate initiatives for increasing graduation rates and thereby the number of graduates in the Gulf Coast region.

This information is also useful to the State Legislature, the Texas Higher Education Coordinating Board, the State Board of Nurse Examiners and the Texas Center for Nursing Workforce Studies as all become increasingly concerned about increased efficiency and greater accountability in higher education.

DEFINING TERMS

Academic term: A semester, quarter, or other multiple of months or weeks that make up a school's educational period for any given program track leading to initial RN licensure.

Educational period: The time required to complete all courses and graduate as specified by the nursing program track's published curriculum design, excluding the time required to satisfy program track prerequisites if done before starting nursing courses (i.e., not co-requisites taken concurrently). It includes one or more academic terms.

Full course load: The number of semester credit or contact hours in which a student is expected to enroll each academic term of an educational period to complete all courses and graduate on time as specified by the program track's curriculum design.

Graduate: One who has met all requirements for graduation and earned a degree leading to an initial RN licensure.

Graduating on time: successfully completing all of the required courses within the timeframe specified by the program curriculum track's design at the time of initial enrollment.

Officially enrolled student: One who has paid tuition and fees by the official day-of-record set by the institution for an academic term.

Original student cohort: The number of new students officially enrolled for a full course load on a program track leading to initial RN licensure during the first academic term of an educational period and who are expected to complete their initial licensure program within the same educational period.

Persisting student: One who has not yet graduated, but is still enrolled for at least one nursing course on a program track leading to initial RN licensure at a Gulf Coast nursing school.

Reasonable period of time to graduate: 150 percent of the expected time to graduate on time as specified by the program track's curriculum design at the time of the student's initial enrollment.

Specified time period: a period of time required to graduate expressed either in academic terms or calendar months from initial enrollment.

Time taken to graduate: Mutually exclusive categories set by survey designers to capture information on time taken to graduate. The categories are defined in two ways:

1) the expected time required to graduate on time as specified by the program track's curriculum design plus additional academic terms, or 2) the number of calendar months required from initial enrollment.

Transfer student: A student in good standing who has moved from one nursing program track to another at the same institution, or from one program track to another at different institutions of higher education.

SETTING STUDY PARAMETERS

The base year for calculating graduation and persistence rates is academic year 2002, which includes the Fall term 2001 and the Spring and Summer terms of 2002.

Students enroll on nursing program tracks leading to initial RN licensure at times set by the institution for a given academic term. Dates for accepting new enrollees vary by institution.

The length of program tracks leading to initial RN licensure varies by institution and within institution by program track. For purposes of this analysis, time required to satisfy program prerequisite courses is not included in reported times to graduate unless they are co-requisites taken concurrently.

To be included in the original student cohort on a program track leading to initial RN licensure, a student must be a new student enrolled for a full course load in the first academic term of the educational period as specified by the program track's curriculum design at the time of initial enrollment.

Students transferring in good standing from program tracks leading to initial RN licensure at schools outside the Gulf Coast region to program tracks leading to initial RN licensure at schools in the Gulf Coast region are included in the original student cohort. This expands the original student cohort by the number of such transfers.

All students enrolling full time for the first academic term of an educational period for the first time in academic year 2002 are included in graduation rate calculations.

A student in the original cohort who drops out of an initial RN licensure program track and later re-enrolls on a program track leading to initial RN licensure at another Gulf Coast nursing school is still a member of the original student cohort and a potential graduate.

Graduation credit for students who transfer, or leave and then later re-enroll on a program track leading to initial RN licensure and subsequently graduate, goes to the school conferring

the degree.

Time taken to graduate is calculated and reported here two different ways.

Academic terms required to graduate: This statistic is a proxy measure of the resources required to produce a graduate. It is the sum of the number of academic terms required to graduate on time as specified by the program track's curriculum design plus all additional academic terms required to complete the initial RN licensure program track and graduate. Intervening terms in which the student was not enrolled in at least one course on a program track leading to initial RN licensure are not included in this calculation.

Months required to graduate: This statistic is a measure of duration. It is calculated by determining the number of months between date of initial enrollment and graduation date required to produce a graduate. All months are included in this statistic even if the student was not enrolled in courses leading to initial RN licensure during some of these months.

DEVELOPING THE METHODOLOGY

Calculating the Graduation Rate

The Technical Version: The graduation rate equals the number of new students officially enrolled for a full course load on an initial RN licensure program track in the first academic term of an educational period who graduate within a specified period of time, divided by the number of new students officially enrolled for a full course load on an initial RN licensure program track during the first academic term of that same specified period of time.

The Shorthand Version: Number of graduates from the original student cohort divided by the total number of students in the original student cohort.

Percentage of Graduates Measured by Academic Terms Required

The number and percentage of graduates from the original student cohort measured by the number of academic terms required to graduate are classified into the five mutually exclusively categories below:

- 1) within the educational period specified by the program track's published curriculum (graduating on time as expected)

- 2) requiring one additional academic term beyond the educational period specified by the program track's curriculum (expected+1)

- 3) requiring two additional academic terms beyond the educational period specified by the program track's curriculum (expected+2)

- 4) requiring three additional academic terms beyond the educational period specified by the program track's curriculum (expected+3)

- 5) requiring four additional academic terms beyond the educational period specified by the program track's curriculum (expected+4)

The sum of the numbers and percentages of graduates in each category equals the cumulative number of graduates for all five time periods.

On-time graduation, measured by the academic terms required, is defined as successfully completing all of the required courses and graduating within the number of academic terms specified by the program track's curriculum design at the time of initial enrollment.

Percentage of Graduates Measured by Calendar Months Required

The number and percentage of graduates from the original student cohort measured by the number of calendar months from initial enrollment required to graduate are classified into four mutually exclusively categories below:

- 1) within 24 calendar months of the beginning of a program track's specified educational period

- 2) between 25 and 30 calendar months of the beginning of a program track's specified educational period

- 3) between 31 and 36 calendar months of the beginning of a program track's specified educational period

- 4) between 37 and 48 calendar months of the beginning of a program track's specified educational period

The sum of the numbers and percentages of graduates in each category equals the cumulative number of graduates for all four time periods.

For ADN programs at community colleges and BSN programs at health-related institutions, "on-time" graduation, measured by the number of months required, is defined as successfully completing all required courses and graduating within 24 calendar months of the beginning of a program track's specified educational period at the time of initial enrollment.

For BSN programs at general academic universities, on-time graduation is defined as completing all required courses and graduating within 30 months of initial enrollment.

Extending the maximum number of months required for on-time graduation from programs leading to initial RN licensure at general academic universities from 24 to 30 acknowledges programs at these institutions with curriculum designs exceeding 24 months.

Calculating the Weighted Average Months to Graduate

From the Date of Initial Enrollment:

The Technical Version: The weighted average months (WAMG) required for students to graduate from a school's initial RN licensure program track is calculated as follows:

$$MG = \frac{\Sigma(X_1 M_1 + X_2 M_2 + \dots X_n M_n)}{WA \Sigma(X_1 + X_2 + \dots X_n)}$$

where X equals the number of graduates
and M equals the number of months required to graduate.

The Shorthand Version: The sum of the weighted number of months required to graduate divided by the total number of graduates at the time of the survey.

Calculating the Persistence Rate

The Technical Version: The persistence rate equals the number of new students in the original student cohort who have not graduated, but are still enrolled in at least one course on a program track leading to initial RN licensure at a Gulf Coast nursing school for the academic term in which the rate is being calculated, divided by the total number in the original student cohort who have not yet graduated.

The Shorthand Version: Number of students in the original student cohort who have not graduated, but are still enrolled at the time of the survey, divided by those who have not yet graduated.

Calculating the Graduation and Persistence Rate

The Technical Version: The graduation and persistence rate (GPR) is the sum of the graduation and the persistence rates.

Giving an Example

A new student cohort of 100 begins an initial RN licensure program track in the Fall 2001 and, by virtue of the published curriculum design, should graduate in Spring 2003. In May 2003, 50 of these students graduate as expected for an “on time” “graduation rate of 50 percent.

In May 2004, a second calculation is made that includes five more students who needed one additional academic term to graduate and seven more who needed two additional academic terms to graduate. The total number of graduates from the original cohort is now 62 (50+5+7). The cumulative graduation rate for “expected +1” time period has now risen to 55 percent and 62 percent for “expected +2” time period.

In May 2005, a third calculation is made including three more students who needed three additional academic terms to graduate. Now the cumulative graduation rate for “expected +3” is 65 percent.

In February 2006, a final calculation identifies one additional student who needed four additional academic terms to graduate. The “expected +4” cumulative percent of graduates from the original student cohort initially enrolling in Fall 2001 is now 66 percent.

Using the second set of measurement time periods — months required to graduate from initial

enrollment — graduation rates for this same cohort would reveal:

Fifty percent of students graduated within 24 months.

An additional 12 percent (62 percent cumulatively) graduated within 36 months.

Finally, an additional four percent (66 percent cumulatively) graduated within 48 months.

The weighted average months to graduate for this cohort would be calculated as:

$$\begin{aligned} & (50 \text{ graduates} \times \text{the expected 21 months}) + (5 \text{ graduates} \times 27 \text{ months}) + \\ & (7 \text{ graduates} \times 33 \text{ months}) + (3 \text{ graduates} \times 40 \text{ months}) + (1 \text{ graduate} \times 44 \text{ months}) \\ & = 66 \text{ graduates in 1,580 weighted months} \end{aligned}$$

$$\frac{1,580 \text{ months}}{66} = 23.9 \text{ months}$$

A total of 34 students have not graduated by August 2006 — 30 who have left the program track for various reasons or are lost to follow-up and four who remain enrolled on a program track leading to initial RN licensure at their original institution or at another institution in the Gulf Coast region. The persistence rate for this new student cohort as measured in Fall 2006 would be 12 percent (4 divided by 34).

The combined graduation/persistence rate is 70 percent [(66 + 4) divided by 100].

REPORTING ON THE FINDINGS

Thirteen Gulf Coast educational institutions house a total of 22 nursing programs leading to initial RN licensure. All are represented in the following survey results (see list of programs by institution on page 12):

The graduation rates from initial RN licensure programs — measured by academic terms required to graduate — remained basically unchanged for the region — 68 percent graduated within the expected time plus four additional academic terms in academic year 2002 compared to 67 percent in 2001. There were, however, notable changes by type of program. The graduation rate for ADN programs increased from 55 to 58 percent; the rate for LVN/Paramedic to ADN increased from 73 to 81 percent. The BSN rate fell from 82 to 77 percent.

As with Round 1, these graduation rates are lower than anyone expected for the region and not nearly as high as nursing schools collectively or individually aspire to achieve. There are also wide variations in graduation rates within and among each of the three major types of nursing program tracks (ADN, Paramedic/LVN to ADN and BSN) operating in the region.

Measuring graduation rates by the number of academic terms required to graduate on time

specified by the program tracks curriculum design, the numbers between the two years were also virtually unchanged — 52.5 percent of the original student cohort in Round 2 compared to 50.6 percent in Round 1.

Measuring graduation rates by the number of months required from initial enrollment specified by the program track's curriculum design, the numbers change. While only 52 percent of the original student cohort graduated on time in Round 1, 56.7 percent did so in Round 2.

This difference is largely attributable to a technical, but important, change in the methodology underlying the Round 2 report, not an increase in productivity. For Round 1 calculations, graduates from program tracks at the general academic universities with curriculum designs exceeding 24 months were not counted as on-time graduates, though they graduated on time according to the program track's official curriculum design. These graduates, some 60 in all, were included in the Round 2 totals. Their inclusion increased the size of the numerator and therefore the percent of those actually graduating on time.

Without this technical correction, the on-time graduation rates, regardless of how they were measured, would have been virtually the same.

Of the 68 percent who graduated during the maximum time period set by the survey, 98 percent did so within the expected time period plus two additional academic terms. Measured by the number of months after initial enrollment (36 months), 98 percent of those graduating did so within a comparable time period.

If the total number of BSN graduates is broken down by type of institution (i.e., general academic university or health-related institution), the results are more revealing. The number of on-time graduates measured by academic terms required as specified by the program track's curriculum design are 57.3 percent for the general academics and 67.1 percent for the health-related institutions. For those graduating within a reasonable amount of time, the numbers are 74 percent and 76.4 percent, respectively. For those graduating within four academic terms beyond those expected by the program track's curriculum design, the rates are 74.4 for the general academics and 80.6 for the health-related institutions.

At 51 percent, the percentage of minority students enrolled in initial RN licensure programs in academic years 2001 and 2002 remained the same. Again, however, there were changes by type of program. The percentage of minority students dropped from 51 to 45 percent in ADN programs; increased slightly in LVN/Paramedic to ADN programs (57 to 60 percent), and increased from 49 to 56 percent in BSN programs.

For all programs, the participation rate for Hispanics increased only slightly (less than one percentage point) while that for African-Americans fell by three percentage points.

In Round 2, unlike Round 1, transfer students were included in the analysis on the assumption that the numbers were large enough to noticeably affect the graduation rates. This assumption, however, turned out to be invalid.

Only one student was reported as a transfer into an initial RN licensure program from outside of the Gulf Coast region.

Only 11 students transferred between initial RN licensure programs within the same school or between programs at different schools in the Gulf Coast region.

The most notable group of transfers is the 31 students in the original student cohort who transferred from an ADN program leading to initial RN licensure to an LVN program in the region. In a follow-up discussion one school reported that two of these transfers re-entered and completed an ADN program within the period specified by the survey. It would be interesting to study this small group in more depth.

REACHING CONCLUSIONS

Graduation rates for the Gulf Coast region remained basically unchanged whether measured by academic terms or months from initial enrollment — 68 percent in academic year 2002 compared to 67 percent in 2001.

The results from the first survey are fairly typical of regional performance. These results, along with those produced by the second survey provide a reasonably reliable foundation for setting baselines and performance targets that can be used to evaluate HSSC-sponsored efforts to increase graduation rates and thereby the number of graduates from initial RN licensure programs over time.

The LVN/Paramedic to ADN programs experienced the most substantial gain in graduation rates where rates increased from 73 to 81 percent. In academic year 2001, 100 percent of those graduating from these programs did so on time. In academic year 2002, 98 percent did. This speaks to the predictability and high success rate of initial RN licensure programs enrolling incumbent health care workers, especially nurses.

MAKING RECOMMENDATIONS

Committee staff should work with participating nursing schools to modify their existing data systems to incorporate information required to track cohorts of new students from their initial enrollment in programs leading to initial RN licensure to graduation or to their otherwise leaving the program.

If implemented, this recommendation would produce timely reports on graduation rates at minimal costs.

Employing two different methods to calculate graduation rates — expected time to graduate on time plus additional academic terms and calendar months from initial enrollment — is cumbersome and inefficient, particularly since the differences in results produced by the two approaches are minimal.

Committee staff should work with the nursing schools to explore the two methods and select the one that most accurately presents regional performance.

A reasonable time to graduate should be defined as 150 percent of the time expected by the program track's curriculum design.

INITIAL RN LICENSURE PROGRAMS IN THE GULF COAST REGION

The following initial RN licensure programs are represented in this report on Gulf Coast graduation rates:

School	ADN Program	Paramedic/ LVN to ADN Program	BSN Program
Alvin Community College	x	x	
College of the Mainland	x		
Galveston College	x	x	
Houston Baptist University	x		x
Houston Community College	x	x	
Lee College	x	x	
North Harris Montgomery Community College District	x	x	
Prairie View A&M University			x
San Jacinto College – Central Campus	x	x	
San Jacinto College – South Campus		x	
Texas Woman's University – Houston Campus			x
UT Health Science Center at Houston			x
UT Medical Branch at Galveston			x
Wharton County Junior College	x	x	

**Graduation and Persistence Rates in the Gulf Coast Region
Initial RN Licensure Students by Program Track
Academic Year 2002 (Fall 2001, Spring and Summer 2002)
Round 2**

	Basic ADN (n=9)	LVN/Paramedics to ADN (n=8)	Basic BSN (n=5)	TOTAL (n=22)
Students				
Ethnicity				
% Asian	7.0%	4.7%	10.1%	7.8%
% African American	16.3%	35.8%	29.4%	23.5%
% Caucasian	55.0%	40.0%	43.7%	49.0%
% Foreign	2.4%	1.1%	1.9%	2.0%
% Hispanic	18.8%	16.8%	13.3%	16.6%
% Native American	0.1%	0.5%	0.4%	0.3%
% Unknown	0.4%	1.1%	1.2%	0.8%
% Total Minority	45.0%	60.0%	56.3%	51.0%
	<i>Range = 13% to 63%</i>	<i>Range = 33% to 86%</i>	<i>Range = 45% to 97%</i>	
Gender:				
% Female	85.8%	88.9%	91.3%	88.2%
% Male	14.2%	11.1%	8.7%	11.8%
	<i>Range = 7% to 20%</i>	<i>Range = 0% to 25%</i>	<i>Range = 3% to 15%</i>	
Age:				
% 25 and Younger	41.2%	16.8%	61.5%	44.9%
% 26 - 30	23.8%	24.2%	18.2%	21.9%
% 31 - 40	22.9%	38.9%	15.1%	22.4%
% 41 - 50	10.5%	16.8%	5.0%	9.5%
% 51 - 60	1.5%	3.2%	0.2%	1.3%
% 61 and older	0.0%	0.0%	0.0%	0.0%
Number in Original Student Cohort	713	190	483	1,386
Graduates (as measured by the number of academic terms required to earn a nursing degree)				
# Graduates - Expected	294	134	300	728
# Graduates - Expected+1	79	14	37	130
# Graduates - Expected+2	28	2	26	56
Cumulative Number in a Reasonable Time¹	401	150	363	914
# Graduates - Expected+3	4	3	9	16
# of Graduates - Expected+4	5	0	2	7
Cumulative Number of Graduates	410	153	374	937
% Graduates - Expected	41.2%	70.5%	62.1%	52.5%
% Graduates - Expected+1	11.1%	7.4%	7.7%	9.4%
% Graduates - Expected+2	3.9%	1.1%	5.4%	4.0%
Cumulative Percentage in a Reasonable Time¹	56.2%	78.9%	75.2%	65.9%
% Graduates - Expected+3	0.6%	1.6%	1.9%	1.2%
% Graduates - Expected+4	0.7%	0.0%	0.4%	0.5%
Cumulative Percentage of Graduates	57.5%	80.5%	77.4%	67.6%
	<i>Range = 48% to 82%²</i>	<i>Range = 41% to 100%</i>	<i>Range = 59% to 83%</i>	
Graduates (as measured by the number of months required to earn a nursing degree)				
# of Graduates within 24 months	321	150	241 ³	712
# of Graduates between 25 and 30 months	38	0	74	112
# of Graduates between 31 and 36 months	45	2	52	99
Cumulative Number in a Reasonable Time¹	404	152	367	923
# of Graduates between 37 and 48 months	6	1	12	19
Cumulative Number of Graduates	410	153	379	942
% Graduates within 24 months	45.0%	78.9%	49.9% ³	51.4%
% Graduates between 25 and 30 months	5.3%	0.0%	15.3%	8.1%
% Graduates between 31 and 36 months	6.3%	1.1%	27.4%	7.1%
Cumulative Percentage in a Reasonable Time¹	56.7%	80.0%	76.0%	66.6%
% Graduates between 37 and 48 months	0.8%	0.5%	2.5%	1.4%
Cumulative Percentage of Graduates	57.5%	80.5%	78.5%	68.0%
	<i>Range = 48% to 82%²</i>	<i>Range = 41% to 100%</i>	<i>Range = 59% to 83%</i>	
Weighted Average Months to Graduate	23.9	13.0	24.8	NA
Average Expected Months to Graduate on Time	21.2	11.8	22.5	NA
Non-Graduates				
# Never Graduated from School of Initial Enrollment	298	37	103	438
% Never Graduated from School of Initial Enrollment	41.8%	19.5%	21.3%	31.6%
# Not Graduated for Academic Reasons				0
Persisters				
% Persisters (Never Graduated, but Still Enrolled)	1.7%	0.0%	1.0%	1.4%
# Graduates and Persisters	415	153	380	948
% Graduates and Persisters	58.2%	80.5%	78.7%	68.4%

1. A "reasonable time to graduate" is defined as 150 percent of the expected time to graduate as specified by the program track's curriculum design.

2. A sample report representing one percent of the student cohort had an atypical cumulative percent of graduates, 12.5%, and was omitted from the range.

3. The relatively low number (241) and percent (49.9) of students graduating within 24 months of initial enrollment is due to the fact that the program tracks leading to initial RN licensure at general academic universities have official curriculum designs that exceed 24 months.

**Graduation and Persistence Rates in the Gulf Coast Region
Initial RN Licensure Students by Program Track
Measured by Number of Academic Terms to Graduate
Rounds 1 and 2
Academic Years 2000-2001 & 2001-2002**

	ADN Programs		LVN/Paramedics to ADN Programs		BSN Programs	
	2000-2001 (n = 7)	2001-2002 (n = 9)	2000-2001 (n = 8)	2001-2002 (n = 8)	2000-2001 (n = 5)	2001-2002 (n = 5)
Students						
Ethnicity						
% Asian	6.3%	7.0%	3.1%	4.7%	8.6%	
% African American	25.2%	16.3%	35.4%	35.8%	25.1%	
% Caucasian	49.2%	55.0%	42.7%	40.0%	51.4%	
% Foreign	0.3%	2.4%	0.5%	1.1%	0.7%	
% Hispanic	18.0%	18.8%	15.6%	16.8%	13.2%	
% Native American	0.2%	0.1%	0.5%	0.5%	0.0%	
% Unknown	0.8%	0.4%	2.1%	1.1%	1.0%	
% Total Minority	50.8%	45.0%	57.3%	60.0%	48.6%	
	<i>Range = 39% to 68%</i>	<i>Range = 13% to 63%</i>	<i>Range = 40% to 74%</i>	<i>Range = 33% to 86%</i>	<i>Range = 33% to 95%</i>	<i>Range = 41% to 95%</i>
Gender:						
% Female	87.0%	85.8%	88.5%	88.9%	91.9%	
% Male	12.7%	14.2%	10.9%	11.1%	8.1%	
	<i>Range = 3% to 18%</i>	<i>Range = 7% to 20%</i>	<i>Range = 0% to 18%</i>	<i>Range = 0% to 25%</i>	<i>Range = 5% to 16%</i>	<i>Range = 0% to 16%</i>
Number in Original Student Cohort	646	713	192	190	418	418
Graduates (as measured by the number of academic terms required to complete the nursing program)						
# Graduates - Expected	278	294	120	134	237	
# Graduates - Expected+1	35	79	13	14	53	
# Graduates - Expected+2	36	28	5	2	18	
Cumulative Number in a Reasonable Time¹	349	401	138	150	308	
# Graduates - Expected+3	4	4	1	3	33	
# of Graduates - Expected+4	2	5	1	0	3	
Cumulative Number of Graduates	355	410	140	153	344	
% Graduates - Expected	43.0%	41.2%	62.5%	70.5%	56.7%	
% Graduates - Expected+1	5.4%	11.1%	6.8%	7.4%	12.7%	
% Graduates - Expected+2	5.6%	3.9%	2.6%	1.1%	4.3%	
Cumulative Percentage in a Reasonable Time¹	54.0%	56.2%	71.9%	78.9%	73.7%	
% Graduates - Expected+3	0.6%	0.6%	0.5%	1.6%	7.9%	
% Graduates - Expected+4	0.3%	0.7%	0.5%	0.0%	0.7%	
Cumulative Percent of Graduates	55.0%	57.5%	72.9%	80.5%	82.3%	
	<i>Range = 43% to 80%</i>	<i>Range = 48% to 82%²</i>	<i>Range = 44% to 100%</i>	<i>Range = 41% to 100%</i>	<i>Range = 64% to 91%</i>	<i>Range = 64% to 91%</i>
Non-Graduates						
# Never Graduated from School of Initial Enrollment	289	298	51	37	70	
% Never Graduated from School of Initial Enrollment	44.7%	41.8%	26.6%	19.5%	16.7%	
# Persisting	0	5	0	0	3	
Graduates and Persisters						
# Graduates and Persisters	357	415	138	153	348	
% Graduates and Persisters	55.3%	58.2%	71.9%	80.5%	83.3%	

1. A "reasonable time to graduate" is defined as 150 percent of the expected time to graduate as specified by the program track's curriculum.
2. A sample report representing one percent of the student cohort had an atypical cumulative percent of graduates, 12.5%, and was omitted.

Prepared by The WorkSource for the Gulf Coast Health Services Steering Committee

**Graduation and Persistence Rates in the Gulf Coast Region
Initial RN Licensure Students by Program Track
Measured by Number of Months to Graduate
Rounds 1 and 2
Academic Years 2000-2001 & 2001-2002**

	ADN Programs		LVN/Paramedics to ADN Programs		BSN Programs	
	2000-2001 (n = 7)	2001-2002 (n = 9)	2000-2001 (n = 8)	2001-2002 (n = 8)	2000-2001 (n = 5)	2001-2002 (n = 3)
Students						
Ethnicity						
% Asian	6.3%	7.0%	3.1%	4.7%	8.6%	0.0%
% African American	25.2%	16.3%	35.4%	35.8%	25.1%	0.0%
% Caucasian	49.2%	55.0%	42.7%	40.0%	51.4%	0.0%
% Foreign - requires visa	0.3%	2.4%	0.5%	1.1%	0.7%	0.0%
% Hispanic	18.0%	18.8%	15.6%	16.8%	13.2%	0.0%
% Native American	0.2%	0.1%	0.5%	0.5%	0.0%	0.0%
% Unknown	0.8%	0.4%	2.1%	1.1%	1.0%	0.0%
% Total Minority	50.8%	45.0%	57.3%	60.0%	48.6%	0.0%
	<i>Range = 39% to 68%</i>	<i>Range = 13% to 63%</i>	<i>Range = 40% to 74%</i>	<i>Range = 33% to 86%</i>	<i>Range = 33% to 95%</i>	<i>Range = 45% to 100%</i>
Gender:						
% Female	87.0%	85.8%	88.5%	88.9%	91.9%	100.0%
% Male	12.7%	14.2%	10.9%	11.1%	8.1%	0.0%
	<i>Range = 3% to 18%</i>	<i>Range = 7% to 20%</i>	<i>Range = 0% to 18%</i>	<i>Range = 0% to 25%</i>	<i>Range = 5% to 16%</i>	<i>Range = 0% to 0%</i>
Number in Original Student Cohort	646	713	192	190	418	100
Graduates (as measured by the number of months required to complete the nursing program)						
# of Graduates within 24 months	293	321	138	150	224	100
# of Graduates between 25 and 36 months	58	83	N/A	2	97	0
Cumulative Number in a Reasonable Time¹	351	404	138	152	321	100
# of Graduates between 37 and 48 months	6	6	N/A	1	24	0
Cumulative Number of Graduates	357	410	138	153	345	100
% Graduates within 24 months	45.4%	45.0%	71.9%	78.9%	53.6%	100.0%
% Graduates between 25 and 36 months	9.0%	11.6%	N/A	1.1%	23.2%	0.0%
Cumulative Percentage in a Reasonable Time¹	54.3%	56.7%	71.9%	80.0%	76.8%	100.0%
% Graduates between 37 and 48 months	0.9%	0.8%	N/A	0.5%	5.7%	0.0%
Cumulative Percent of Graduates	55.3%	57.5%	71.9%	80.5%	82.5%	100.0%
	<i>Range = 43% to 80%</i>	<i>Range = 48% to 82%²</i>	<i>Range = 44% to 100%</i>	<i>Range = 41% to 100%</i>	<i>Range = 64% to 91%</i>	<i>Range = 59% to 100%</i>
Weighted Average Months to Graduate	23.2	23.9	13.0	13.0	25.8	100.0
Average Expected Months to Graduate on Time	21.0	21.2	11.5	11.8	22.2	100.0
Non-Graduates						
# Never Graduated from School of Initial Enrollment	289	298	51	37	70	100
% Never Graduated from School of Initial Enrollment	44.7%	41.8%	26.6%	19.5%	16.7%	100%
# Persisting	0	5	0	0	3	0
Graduates and Persisters						
# Graduates and Persisters	367	415	138	153	348	100
% Graduates and Persisters	55.3%	58.2%	71.9%	80.5%	83.3%	100%

1. A "reasonable time to graduate" is defined as 150 percent of the expected time to graduate as specified by the program track's curriculum.
2. A sample report representing one percent of the student cohort had an atypical cumulative percent of graduates, 12.5%, and was omitted.
3. The relatively low number (241) and percent (49.9) of students graduating within 24 months of initial enrollment is due to the fact that the program tracks leading to initial RN licensure at general academic universities have official curriculum designs that exceed 24 months.

Prepared by The WorkSource for the Gulf Coast Health Services Steering Committee