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National Nursing Education Annual Report: 2020–2021 Aggregate Data

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Introduction

In the fall of 2020, NCSBN launched the Annual Report Program (ARP) for nursing regulatory bodies (NRBs) in the U.S. In this program, NCSBN collects the nursing education Annual Report data that most NRBs require. The goals of this new program are two-fold. First, NCSBN is assisting the NRBs with this time-consuming data and nursing programs. This is the first report of aggregate data from the 2020-2021 year.

Background

The core questions in the Annual Report surveys are all based on the robust research study NCSBN conducted from 2018-2020 (Spector et al., 2020). In 2017 NCSBN's Board of Directors charged a committee, which included NCSBN's membership and representatives from the American Association of Colleges of Nursing (AACN) and the National League for Nursing (NLN), with providing the NRBs with evidence-based and legally defensible quality indicators of nursing education programs that they could use when approving their nursing education programs.

See [Table 1](#) for the program demographics. The majority of diploma, bachelor's, accelerated BSN (ABSN) and master's entry programs are urban, while the majority of LPN/VN and associate's programs are rural. Many programs are publicly owned, though 51% of bachelor's programs are private not-for-profit. It is also noteworthy that 10% of the associate's programs are private for-profit programs. While the majority of programs provide in-person learning, ABSN programs report that 60.9% are hybrid, though the number of ABSN programs is low. The vast majority of programs offer simulation. Most of the nursing programs in this

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7. While our study did not find graduation rates to be a quality indicator, the national nursing accreditors, the

