



# Expanding Capacity to Educate Nurses Amid Shortages, a Pandemic, and Beyond

Thursday, June 30 | 2:00 p.m. – 3:00 p.m. Eastern Time

Professional & Adult Education Forum



# Education's Trusted Partner to Help Schools and Students Thrive



## Your Imperatives Determine Ours

### INSTITUTIONAL STRATEGY

#### Prepare Your Institution for the Future

Executive guidance rooted in research to support your strategic priorities

### MARKETING AND ENROLLMENT

#### Achieve Your Enrollment and Growth Goals

Tailored partnerships powered by a recruitment ecosystem with unrivaled reach to enroll your future classes

### STUDENT SUCCESS

#### Build a Student-Centric Campus

Technology trusted by 850 schools to retain, graduate, and empower more students

### DIVERSITY, EQUITY, AND INCLUSION

#### Advance DEI on Campus and in Your Community

Technology, research, and bold initiatives to strengthen your DEI strategy and eliminate equity gaps

### DATA AND ANALYTICS

#### Embrace Digital Transformation

Data and analytics solutions built for higher education to guide decisions and accelerate innovation

We partner with **2,500+** institutions to accelerate progress and enable lasting change.

**95%+** of our partners return to us year after year because of results we achieve, together.

# Project Researchers and Discussion Facilitators



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- 1 Nursing Program Landscape and Obstacles to Growth
- 2 Breakout Discussions
- 3 Closing Summary

# Strong, Growing Nursing Demand Faces Low Program Capacity



**1 million**

New nurses needed in the U.S. by end of 2020

**80,000+**

Nursing applications rejected in 2020 due to program capacity issues

**1.62%**

Average monthly nursing job demand growth<sup>1</sup>

## Nursing Demand Growing

*Online Nursing Job Postings Nationwide, 2019-21*



1) January 2019-December 2021, National Data

# Institutions Unable to Serve Growing Demand

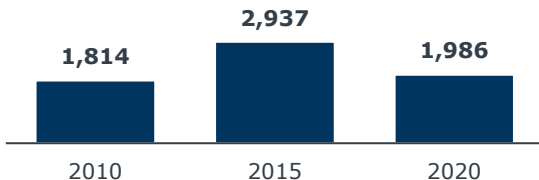
## High Interest in Nursing Program Research

**30/year**

Nursing Programs Seeking  
Market Insights Help Annually,  
2015-22

## Decline in Institutions Reporting Completions

*Number of Institutions Reporting Nursing Completions<sup>1</sup>*



*Obstacles to Program  
Launch and Growth*



**Faculty Shortage**



**Clinical Placement  
Shortage**



**Nuanced and  
Localized Demand**

1) Completions at all levels within Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing (CIP Code 51.38)

# Extreme Faculty Shortage Driven by Practitioner-Faculty Pay Gap



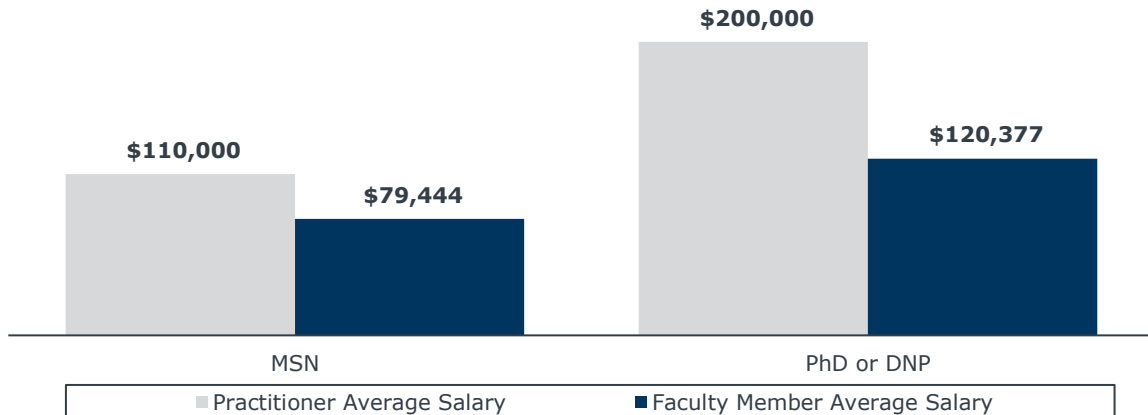
62%

*Of baccalaureate programs struggle to recruit faculty due to low pay*

1,637

*Faculty vacancies identified in survey of 892 programs*

## Practitioners Earn 28-40% More Than Similarly Educated Faculty



# Preceptor Shortage Limits Enrollment, Slows Time to Graduation



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Programs Face a Wide Range of Barriers to Increasing Preceptor Numbers

▶ **26.5%**

Of programs cited insufficient clinical sites as reason for rejecting applicants

▶ **90%**

Of U.S. institutions do not pay clinical preceptors

## No Preceptor, No Semester

“

“You put out feelers for preceptors, but everyone is either booked, their facility does not allow students, or they just do not want to precept... What do you do? You decide that **you will just have to sit out** this semester.”

“The Significance of the NP Preceptorship Shortage” by McInnis, Schlemmer, and Chapman

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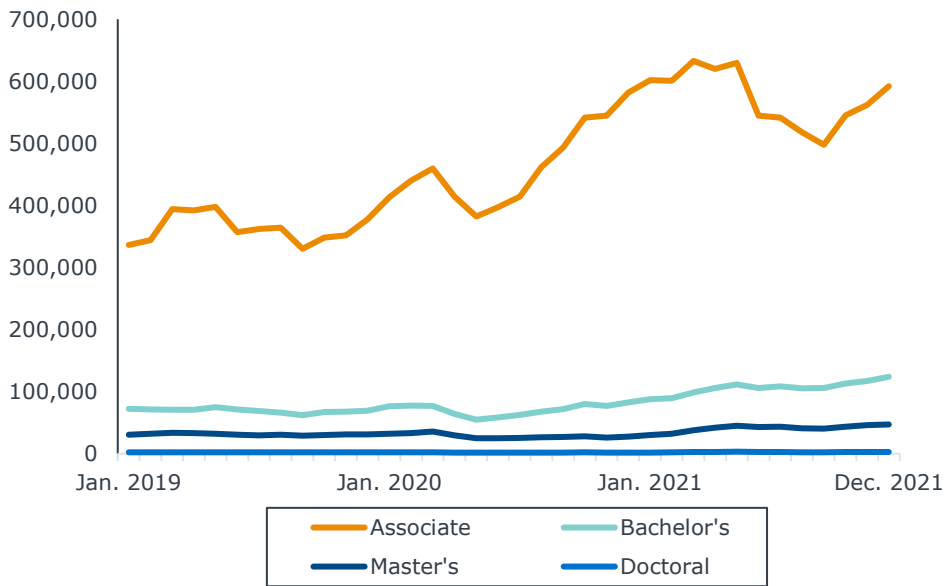


# Degree Levels Experience Differing Demand

## Bachelor's and Associate Programs Have Highest Growth Potential



### Nursing Job Postings by Degree Level<sup>1</sup>



Avg. Monthly Demand Growth

1.84% ↑

1.77% ↑

1.46% ↑

1.41% ↑

*On par with broader labor market<sup>2</sup>*

1) December 2019–December 2021, National Data  
2) All job postings requiring post-secondary education also grew 1.41%

# Reducing Obstacles to Nursing Program Growth



## Faculty Shortage

- Full-Time Clinical Practitioner Reassignment
- Part-Time Clinical Practitioner Partnership
- “Grow Your Own” Faculty



## Clinical Placement Shortage

- Preceptor Support Systems
- Student Support Systems
- Preceptor Professional Development Incentives
- Ongoing Clinical Partnerships
- Lab Simulations



## Nuanced and Localized Demand

- Emerging Curricular Content
- Local Market Intelligence



### *Coming Soon:* **Nursing Program Growth Study**

Upcoming Market Insights analysis will analyze your local market and embed strategies to solve nursing obstacles to nursing program growth.

# Academic-Practice Partnerships Fill Faculty Gaps



## Full-Time Clinical Practitioner Reassignment

*Partner with regional health care providers for practitioners to teach full-time while being paid at practice rates*

- Negates academic-practice salary discrepancy
- Benefits health care provider, who can better recruit nurses from student pool

### *Considerations*

- Must invest in instructor training for practicing nurses, often requires institutional faculty support
- Region may lack sufficiently educated nurses even among larger practitioner population

## Part-Time Clinical Practitioner Partnership

*Arrange for practitioners to teach on a part-time basis and paid at faculty rates for that time*

- Lessens pay discrepancy as practitioners still working and paid partially at practice rates
- Lower time commitment for health care providers and practitioners

### *Considerations*

- Cannot fill too many instructor openings: programs with more than 65% part-time faculty achieve lower NCLEX pass rates

# “Grow Your Own” Faculty Tackles Shortage at Root

## 1 Target and support talented students

### Most students anticipate practitioner careers

- Highlight faculty careers within career services or department-wide discussions
- Mentor students with research interests

## 2 Offer aid or advertise access to funding for further education

### Few programs advertise available funding

- Raise awareness of [HRSA Nurse Faculty Loan Repayment Program](#) (e.g., advertise on program webpage)

## 3 Commit to hiring homegrown faculty

### Program leadership hesitate to hire internally educated candidates

- Negotiate willingness to hire former students among leadership
- Communicate with nearby programs to source program diversity

# Preceptor Shortage Requires Creative Approaches

## Preceptor Support Systems

- “How-to” guides
- Social media groups
- Class syllabi

## Preceptor Professional Development Incentives

- Free or reduced-tuition continuing education opportunities

## Student Support Systems

- Clinical liaison staff member secures preceptors
- Social media (e.g., Facebook) groups create networks

## Ongoing Clinical Partnerships

- Multi-year memoranda of understanding

## Lab Simulations

- Simulations replace non-mandated clinical hours

## Preceptor Pay Debate Continues

- Paying preceptors increases supply
- Nursing education community discourages paying preceptors
- Some states (e.g., Connecticut) forbid paying preceptors



## Post-Pandemic Curricula

- Baseline:
  - Prepare undergraduate students to pass the NCLEX; NP students to pass AANP or ANCC certification
    - Pandemic learning loss may require more support to reach baseline competency
  - Anticipate graduates working in acute care settings
- Emerging demands:
  - Telehealth, resiliency prompted by pandemic
  - Cultural competency desired by patients
  - Non-acute care setting sought by graduates

## Right-Fit Degree Level

- Academic organizations, institutional leadership often encouraging advanced degrees (i.e., DNP)
- Employers largely need bachelor's-credentialed bedside nurses for acute care settings
- Regional demands can vary by population served and employer expectations



## Ensure RN and BSN Programs Prepare Students for NCLEX and Acute Care

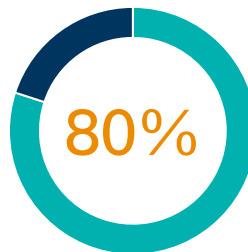
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The NCLEX dictates much of what nursing programs teach at the undergraduate level. It focuses largely on the acute care setting.

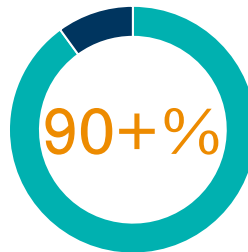
Major elements of the NCLEX include:

- Safe and Effective Care Management
- Health Promotion and Maintenance
- Physiological Integrity
- Psychosocial Integrity

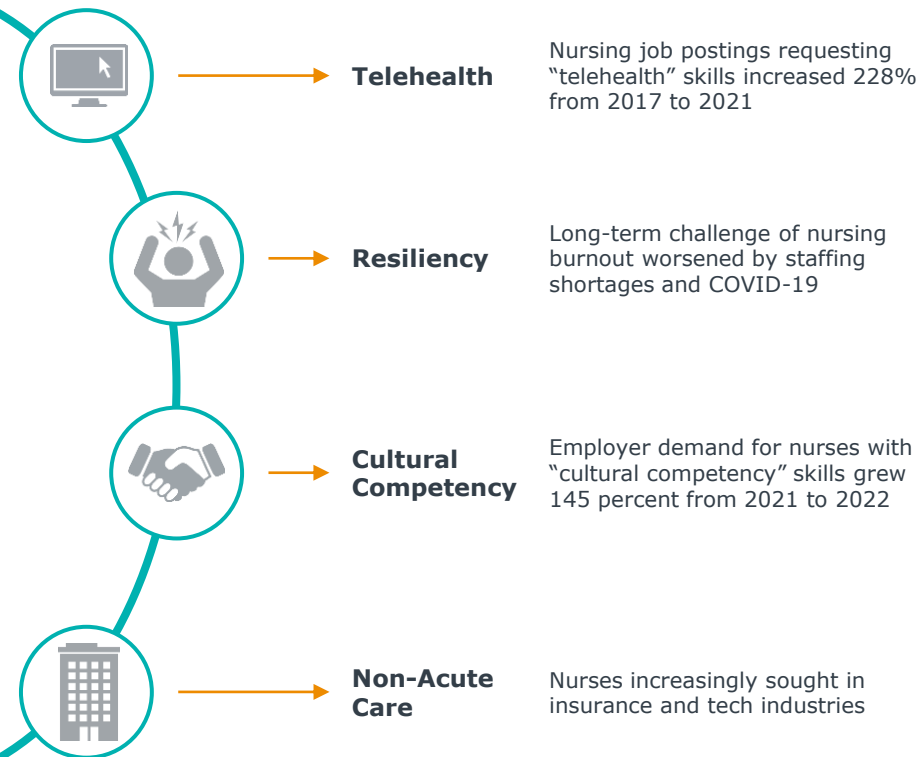
*Required pass rate for nursing program to retain NCLEX accreditation*



*Pass rate advertised by competitive programs*



# Teaching Emerging and Valuable Skills amid Already-Full Curriculum



## *Enhancing Curricula without Adding Core Courses*

Certificates introduce new telehealth skills without compromising key coursework, open content to alumni

Alumni talks, internships, and mentorship programs can better prepare for and support nurses in the workplace

*Baseline:* Embed DEIJ competencies throughout entire curriculum

*Advanced:* DEIJ position or committee serves as resource for students, faculty, and staff

Certificates or electives in specialized areas can better prepare students for new fields



# Vet Assumptions Against Local Demand Data



## *What's needed in our local labor market?*

- Analyze local job postings by educational requirement
  - Demand typically strongest at associate and bachelor's level
- Discuss unmet needs with employers
  - Industry organizations report highest need for acute care, bedside nurses
- Explore specialized demand at advanced degree levels
  - E.g., FNP offers greater opportunity nationwide than Nurse Midwife



## *What programs already provide this education?*

- Evaluate providers locally, and for online programs consider large-scale distance-delivery providers (e.g., Southern New Hampshire University)
- Assess program quality via outcomes (e.g., NCLEX pass rate) and consider design for students' needs (e.g., online coursework, accelerated didactic classes)



**Want help assessing your local market?** Work with EAB's Market Insights team via your Strategic Leader.

# Discussion: Mitigation Strategies in Action



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## Nuanced and Localized Demand

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## Grouped by Institution Type

- Group includes academic leaders with shared institutional environment (when possible)
- Supported by EAB researcher



## Discuss Implementation and Challenges

- What strategies have you used to address obstacles to nursing program growth? What did you learn?
- What strategies do you want to try?



## End with 10 Min. Remaining

- Final conclusions and next steps





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