



ANNUAL REPORTS OHIO PRELICENSURE NURSING EDUCATION PROGRAMS July 1, 2004 through June 30, 2005 Executive Summary

Annual Reports. Rule 4723-5-05(A) of the Ohio Administrative Code (OAC) requires each pre-licensure nursing education program with full or provisional approval to submit an annual report to the Ohio Board of Nursing (Board). The annual report is designed to collect basic data, such as the name of the administrator, program address, enrollment and graduation figures, and controlling agency information, as well as more specific data about expansion, faculty, and enrollment and graduation numbers. In addition, the program administrator must attest that the program continues to meet and maintain the rules set forth in Chapter 5 of the OAC (Rules), “Prelicensure Nursing Education Programs.” The enrollment and graduation figures are presented in Table 1 on page 2.

In the interest of collecting data related to the nursing shortage in Ohio, data collection began with the 2002-2003 academic year regarding program capacity, intent to expand, and actual expansion. For those programs that had expanded, questions were asked regarding the challenges faced during the expansion process. Data to assist in projecting the need for future faculty was also collected.

Data on the numbers of “seats” available to persons entering nursing education programs was again collected. Professional nursing programs were asked to declare whether they had developed an “accelerated program.” For baccalaureate and higher programs, an accelerated program is a track within the pre-licensure program that is designed for individuals who, upon admission, hold a bachelor’s degree in another field (in rule, this is called “advanced standing”). The accelerated program offers a curriculum plan that is less than the 2 years minimum required of other nursing programs, but the accelerated program must uphold the same rigorous standards (see Rule 4723-5-13(C)(1)(2) OAC, defining an “advanced standing” option). For an ADN program, an accelerated program is a tract within the pre-licensure program that is designed for individuals who have an LPN license and have completed an approved LPN program.

Also summarized in this report are two additional pieces of information—whether programs incorporated distance-learning technology into their curriculum and how many hours are spent in supervised clinical practice in health care facilities. Both rules, 4723-5-13(C)(4) OAC for professional nursing programs, and 4723-5-14(C)(4) OAC for practical nursing programs, state that the program include clinical and laboratory experiences that meet established hour objectives or outcomes, provide a nursing student with the opportunity to practice cognitive, psychomotor and affective skills in the performance of a variety of nursing functions with

individuals or groups across the life span, and be provided concurrently with related theory instruction. Since this rule was changed some years ago, a mean number of clinical hours that programs can use for benchmarking purposes has been lacking. The data is provided in this report by program type and licensure type and is available to programs upon request.

The data collected is from all programs on Full or Provisional Approval. Programs on Conditional Approval status, that is, programs that are new and have not yet graduated their first class, are not included in this report.

Table 1. Nursing Education Program, Enrollment, and Graduation

Nursing Education Programs by Type	Nursing Education Program Enrollment Statistics	Program Graduates
Direct Entry Masters/Doctorate 2002 ... 1 2003 ... 1 2004 ... 1 2005 ... 2	Direct Entry Masters/Doctorate 2002 ... 48 2003 ... 56 2004 ... 96 2005 ... 165	Direct Entry Masters/Doctorate 2002 ... 27 2003 ... 19 2004 ... 34 2005 ... 68
Baccalaureate 2002 ... 23 2003 ... 23 2004 ... 23 2005 ... 23	Baccalaureate 2002 ... 4,681 2003 ... 4,536 2004 ... 6,500 2005 ... 7,079	Baccalaureate 2002 ... 1,411 2003 ... 1,333 2004 ... 1,688 2005 ... 1,768
Diploma 2002 ... 8 2003 ... 6 2004 ... 6 2005 ... 6	Diploma 2002 ... 756 2003 ... 796 2004 ... 1,035 2005 ... 1,218	Diploma 2002 ... 174 2003 ... 236 2004 ... 320 2005 ... 448
Associate Degree 2002 ... 29 2003 ... 29 2004 ... 29 2005 ... 29	Associate Degree 2002 ... 4,445 2003 ... 5,301 2004 ... 6,184 2005 ... 7,333	Associate Degree 2002 ... 1,752 2003 ... 1,861 2004 ... 2,216 2005 ... 2,656
Practical – High School 2002 ... 4 2003 ... 4 2004 ... 4 2005 ... 4	Practical – High School 2002 ... 123 2003 ... 132 2004 ... 339 2005 ... 145	Practical – High School 2002 ... 47 2003 ... 57 2004 ... 147 2005 ... 71
Practical – Adult 2002 ... 43 2003 ... 45 2004 ... 47 2005 ... 49	Practical – Adult 2002 ... 3,023 2003 ... 3,340 2004 ... 3,815 2005 ... 5,039	Practical – Adult 2002 ... 1,751 2003 ... 2,115 2004 ... 2,406 2005 ... 3,237

Professional Nursing Programs

Program Capacity and Expansion

The response rate from programs related to capacity and expansion issues was variable. Although all of the programs responded to the annual report, eleven programs did not or were unable to provide some or all of the requested data regarding the number of applications denied for academic reasons.

Programs were asked whether or not they could expand with available resources, including space, faculty, and dollars. They were also asked about their intention to expand and, if they intended to expand, to provide the number of seats that would be added. If they indicated that expansion had already occurred, the number of seats by which they expanded was requested. If expansion had occurred, they were asked to respond to a number of questions regarding challenges faced during expansion, including need for additional physical space and equipment, additional faculty full-time equivalents (FTEs), additional clinical preceptors, and finally, whether any challenges were encountered in placing students in clinical experiences.

Data was collated by program type, resulting in totals, averages, and percentages, where appropriate, for associate degree, diploma, and baccalaureate and higher degree programs. When appropriate, totals and percentages for all professional nursing (RN) programs were calculated.

Seat Availability. Totals for all RN programs revealed that there are 9,821 available “seats” for students. This is an increase of 478 seats from 8,343 in 2004. 9,486 of those available seats were filled, an increase of an additional 1,337 students over the 8,149 seats filled in 2004, representing a 96.5% “fill” for all Ohio RN programs, which is the same percentage of seats filled in 2004. In 2005, Ohio RN programs reported that 6,549 academically qualified students were denied admission to the nursing program because of a lack of space, or “seats” in the program. The majority, 4,730, had sought admission into associate degree granting programs.

Data was not collated according to county or region; however, the following programs reported 200 or more applicants denied because there were not enough “seats” to accommodate them:

Associate Degree Programs:

- Sinclair Community College, Dayton, 350;
- Clark State Community College, Springfield, 252;
- Owens Community College, Toledo, 722;
- Ohio University, Zanesville Branch, 213;
- North Central State College, Mansfield, 330;
- Lorain County Community College, Elyria, 600;
- Lakeland Community College, Kirtland, 252;
- Cincinnati State Bethesda, Cincinnati, 404; and
- University of Cincinnati, Raymond Walters, Cincinnati, 202.

Baccalaureate Degree Programs:

- Cleveland State University, Cleveland, 219 and
- The Ohio State University, Columbus, 251.

Diploma Program: Christ Hospital School of Nursing, Cincinnati, 245.

Academic Denials. Totals for all RN programs shows that 3,264 individuals requesting admission did not meet academic admission criteria. This is an increase from 2004 of 12 unqualified individuals seeking admission to RN programs.

Program Expansion. For the academic year ending June 30, 2005, 34 (of the 60) RN programs indicated they had expanded their programs, while the remaining 26 had not done so. Of the 34 programs that had already expanded, the following needs and challenges were faced:

- 88% required additional faculty;
- 79% faced challenges identifying additional clinical placements for students;
- 64% required additional preceptors; and
- 64% required additional space and/or equipment.

In 2005, the expansion of RN programs added a total of 928 seats. The increase by program type is as follows:

- Associate Degree Seats: 397
- Diploma Seats: 44
- BSN Seats: 487

Faculty Shortage Projections. Programs were asked to indicate the number of faculty who left in the 2004-2005 academic year and to project the number who might leave in the next 5 years due to retirement. In addition, programs were asked to indicate the number of faculty who have left because of issues related to compensation, that is, salaries that might not be commensurate with their credentials and experience and causing those faculty to leave the nursing education program to return to clinical practice or an administrative position.

- **Faculty Gone in 2004-2005.** Programs reported that a total of 28 faculty members had left the employ of RN programs for reasons other than compensation during the July 1, 2004 through June 30, 2005 time frame. This is a decrease of 2 fewer faculty in comparison to the 30 reported as leaving in the previous academic year.
- **Anticipated Retirements.** A total of 162 faculty members are expected to leave due to retirement in the next 5 years.
- **Faculty Gone Because of Compensation Issues.** Programs reported a total of 41 faculty members left during the 2004-2005 academic year to accept positions in clinical or administrative settings due to salary or other compensation issues.

Table 2 on the following page provides information about faculty.

Accelerated Programs. A number of RN programs, primarily baccalaureate and higher degree programs, operate “accelerated” programs. An accelerated program in a BSN (or higher) program is generally a special track in the pre-licensure program that is designed for individuals who hold a minimum of a baccalaureate degree in another field. These programs compress the nursing major, and, may incorporate a curriculum pattern that is completed in fewer than the otherwise required two academic or calendar years. For diploma and associate degree programs, an accelerated program is generally one that is designed for an LPN. One diploma program; 1

associate degree program and 11 baccalaureate (and higher) programs indicated they have an accelerated track. Programs indicating presence of an accelerated program are as follows:

Program	# Quarters/Semesters in Traditional Track	# Quarters/Semester in Accelerated Track
Case Western, FPB SON, Cleveland	8	4
Cleveland State University, Cleveland	6	4
College of Mt. St. Joseph, Cincinnati	8	4
Kent State University BSN Program, Kent	8	5
MedCentral College of Nursing, Mansfield	10	7
The Ohio State University, Columbus	9	6
The University of Akron, Akron	6	2
The University of Cincinnati, Cincinnati	12	5
Xavier University, Cincinnati	8	5
Wright State University, Dayton	9	5
Ursuline College, Breen SON, Pepper Pike	8	4
Aultman Hospital SON, Canton	4	2
Cuyahoga Community College, Cleveland	6	4

Distance Learning. Of the programs reporting on distance learning options for students, 23 programs reported using distance learning and 43 reported that they did not use distance learning. Sixteen baccalaureate and higher degree programs reported using distance learning and 17 associate degree programs reported using distance learning. All 6 diploma programs reported that they did not utilize distance learning.

Clinical Hours. The Rules do not require a specific minimum number of clinical hours in programs. However, Rule 4723-5-13(C)(4), OAC for professional (RN) programs, and Rule 4723-5-14(C)(5), OAC for practical nursing programs, prescribe the expected parameters and outcomes for clinical experience and state in relevant part:

Includes clinical and laboratory experiences which shall:

- (a) Meet the established course objectives or outcomes;
- (b) Provide a nursing student with the opportunity to practice cognitive, psychomotor, and affective skills in the performance of a variety of nursing functions with individuals or groups across the life span; and
- (c) Be provided concurrently with the related theory instruction.

Programs were asked to report the number of clinical clock hours in their curricula. The **diploma** programs reported clinical hour totals ranging from a low of 533 hours to a high of 1,384 hours. The average number of clinical hours for all diploma programs was 975.

Associate degree programs reported clinical hour totals ranging from a low of 385 hours to a high of 960 hours. The average number of clinical hours was 681.

All but one of the **baccalaureate and higher degree** programs submitted the required information related to number of clinical hours. Reported clinical hour totals ranged from a low of 652 hours to a high of 1,604 hours. The average number of clinical hours for the programs reporting was 950. Although the number of hours alone is not the sole indicator of clinical program quality, this information may be helpful to nursing programs as benchmarks against norms for similar programs.

Table 2. RN Program Faculty Vacancies, Distance Learning, and Clinical Hours

Program Type	Faculty Vacancies			Distance Learning		Clinical Hours (Low/High/Average)
	Last Year	Next 5 Yrs	Re: Salary	Yes	No	
Diploma	1	10	4	0	6	533 / 1,384 / 975
Associate Degree	11	56	12	17	12	385 / 960 / 681
Baccalaureate	16	96	25	13	8	652 / 1,604 / 950
SUMMARY	30 in '04 28 in '05	133 in '04 162 in '05	30 in '04 41 in '05			

Practical Nursing Programs

Program Capacity and Expansion

The response rate of PN programs was excellent for all categories of data requested. PN programs were asked for information very similar to that requested from the RN programs. Data was collated resulting in totals, averages, and percentages, where appropriate.

Seat Availability. Totals for all PN programs revealed that there were 5,930 available “seats,” an increase of 1,304 from the total of 4,626 available “seats” reported in 2004. At the time of the survey, 5,621 of those were filled, which is 94.3% of the available “seats” in all Ohio PN programs.

Applications Denied. Totals for all PN programs indicate that 2,439 individuals requesting admission were denied because they did not meet academic admission criteria. This is an increase from the 1,758 individuals denied admission for academic reasons reported for last academic year. An additional 2,360 individuals were denied admission due to space constraints; this figure is an increase from the 1,435 individuals denied in 2004 due to space constraints.

Data was not collated according to county or region; however, the following 3 programs reported 200 or more applicants denied admission due to lack of “seats” to accommodate them:

- Hocking College, Nelsonville, 447;
- Lorain County Community College, Elyria, 342;
- Columbus Public Schools, Adult Ed. Program, 250.

Program Expansions. Eight PN programs indicated that they expanded their programs in the 2004-2005 academic year; an additional 16 PN programs indicated that they intend to expand in the future for a total of 748 anticipated additional “seats” in existing PN programs. Of the 8 programs that expanded, the following challenges were identified:

- 80% required additional faculty;
- 56% required additional space and/or equipment;
- 40% required additional preceptors; and
- 73% faced challenges identifying the additional clinical placements for students.

Faculty Shortage Projections. Programs were asked to indicate the numbers of faculty who left in the 2004-2005 academic year and to project the numbers who might leave in the next 5 years due to retirement. In addition, programs were asked to indicate faculty who have left because of issues related to compensation, e.g., salaries that might not be commensurate with their credentials and experience.

- **Faculty Gone in 2004-2005.** Programs reported that a total of 9 faculty members had left the employ of PN programs during the July 1, 2004 through June 30, 2005 time frame for reasons other than compensation.
- **Anticipated Retirements.** A total of 43 faculty members are expected to leave due to retirement in the next 5 years.
- **Faculty Gone Because of Compensation Issues.** A total of 30 faculty members left to accept positions in clinical or administrative settings due to salary or other compensation issues.

Distance Learning. All programs responded to this question; 6 PN programs indicated there was some distance learning technology included in the program.

Clinical Hours. All 53 PN programs responded to the question regarding the total number of hours in the clinical setting. Clinical hour totals ranged from a low of 205 hours to a high of 720 hours. The average number of clinical hours was 494, a decrease from the average of 532 reported in 2004.

Table 3. PN Program Faculty Vacancies, Distance Learning, and Clinical Hours

Program Type	Faculty Vacancies			Distance Learning		Clinical Hours (Low/High/Average)
	Last Year	Next 5 Years	Re: Salary	Yes	No	
Practical Nursing	9	43	30	6	47	205 / 720 / 494

Summary

The following points are summarized from the 2004-2005 Annual Report data:

Professional (Registered Nursing) Programs

- Professional nursing education programs are, for practical purposes, “full” to capacity. Statewide, diploma programs report being filled to 111.6% of their capacity; associate degree programs report 100.6% of capacity; and baccalaureate (and higher) programs report 92.4% of capacity.
- Programs at all levels (ADN, diploma and BSN) all over the state report denying admission to qualified students due to lack of available “seats” in the program. Of the 6,519 denials due to space constraints, the 29 associate degree programs reported denying admission to 4,730 applicants.
- 34 of the 60 RN programs have already expanded their programs adding an additional 928 seats.
- The primary challenges faced with expansion continue to be the need for additional faculty and additional clinical placements.
- RN programs lost a total of 69 faculty members in the 2004-2005 academic year compared to 60 faculty members lost during the 2003-2004 academic year.
- RN programs anticipate the retirement of 162 faculty members in the next 5 years.
- The range in the numbers of clinical clock hours among all the professional nursing programs is from 385 to 1,604 hours, representing a difference of 1,219 hours.
- 13 programs reported operating accelerated tracks for individuals with baccalaureate degrees in other fields or some other type of advanced standing program.

Practical Nursing Programs

- Practical nursing education programs are also fairly full with only 5% of the available seats being empty.
- 26% of PN programs have expanded, adding a total of 678 seats.
- Primary challenges with expansion continue to be the need for additional faculty and clinical placements; with 73% of the PN programs reporting that they had difficulty finding clinical placements. During academic year 2003-2004, only 45% of the PN programs reported difficulty finding clinical placements.
- PN programs lost 39 faculty members compared to 36 reported as lost during the 2003-2004 academic year.
- PN programs anticipate that 43 faculty members will retire in the next 5 years.
- The spread in the numbers of clinical hours between those programs with the fewest and those programs with the greatest is 515 hours. The program with the fewest hours reported 205 hours; the program with the greatest number of hours reported 720 hours.

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