



ANNUAL REPORTS OHIO PRELICENSURE NURSING EDUCATION PROGRAMS July 1, 2005 through June 30, 2006 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 regarding faculty, student demographics and program goals for the coming year. 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 information 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 with more specific information related to faculty being requested in this year's report.

Data on the numbers of seats available to persons entering nursing education programs was again collected. Professional nursing programs were asked to indicate 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 may be shorter than the two year minimum required of other nursing programs, however, 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 is information regarding whether programs incorporated distance-learning technology into their curricula and how many hours students spend 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, requires that the program include clinical and laboratory experiences that meet established course

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. Newly approved programs on conditional approval status that 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 2006 ... 2	Direct Entry Masters/Doctorate 2002 ... 48 2003 ... 56 2004 ... 96 2005 ... 165 2006 ... 174	Direct Entry Masters/Doctorate 2002 ... 27 2003 ... 19 2004 ... 34 2005 ... 68 2006 ... 85
Baccalaureate 2002 ... 23 2003 ... 23 2004 ... 23 2005 ... 23 2006 ... 23	Baccalaureate 2002 ... 4,681 2003 ... 4,536 2004 ... 6,500 2005 ... 7,079 2006 ... 8,295	Baccalaureate 2002 ... 1,411 2003 ... 1,333 2004 ... 1,688 2005 ... 1,768 2006 ... 2,234
Diploma 2002 ... 8 2003 ... 6 2004 ... 6 2005 ... 6 2006 ... 6	Diploma 2002 ... 756 2003 ... 796 2004 ... 1,035 2005 ... 1,218 2006 ... 1,157	Diploma 2002 ... 174 2003 ... 236 2004 ... 320 2005 ... 448 2006 ... 444
Associate Degree 2002 ... 29 2003 ... 29 2004 ... 29 2005 ... 29 2006 ... 29	Associate Degree 2002 ... 4,445 2003 ... 5,301 2004 ... 6,184 2005 ... 7,333 2006 ... 7,953	Associate Degree 2002 ... 1,752 2003 ... 1,861 2004 ... 2,216 2005 ... 2,656 2006 ... 3,158
Practical – High School 2002 ... 4 2003 ... 4 2004 ... 4 2005 ... 4 2006 ... 4	Practical – High School 2002 ... 123 2003 ... 132 2004 ... 339 2005 ... 145 2006 ... 139	Practical – High School 2002 ... 47 2003 ... 57 2004 ... 147 2005 ... 71 2006 ... 55
Practical – Adult 2002 ... 43 2003 ... 45 2004 ... 47 2005 ... 48 2006 ... 48	Practical – Adult 2002 ... 3,023 2003 ... 3,340 2004 ... 3,815 2005 ... 5,039 2006 ... 5,439	Practical – Adult 2002 ... 1,751 2003 ... 2,115 2004 ... 2,406 2005 ... 3,237 2006 ... 3,498

Professional Nursing Programs

Program Capacity and Expansion

The response rate from programs related to capacity and expansion issues was good. All of the programs responded to these questions on the annual report, with only a few programs not providing answers to all the questions in this section.

Programs were asked whether or not they could expand with available resources, including space, faculty, and budget. 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, additional clinical preceptors, and finally, whether any challenges were encountered in placing students in clinical experiences.

Data was collated by program type and, when appropriate, totals and percentages for all registered nursing (RN) programs were calculated.

Seat Availability. Totals for all RN programs indicated that there were 9,826 available seats for students. This is an increase of only 5 seats from 9,821 in 2005. 9,769 of those available seats were filled, for a decrease of 57 students from the 9,846 seats filled in 2005, representing a 99.4% occupancy for all Ohio RN programs, compared to 96.5% of seats filled in 2005. For academic year 2005-2006, Ohio RN programs reported that **7,414** academically qualified students were denied admission to the nursing program because of a lack of space, or seats, in the program compared to 6,549 in 2005. Five thousand, seven hundred ninety eight of the 7,414 had sought admission into associate degree granting programs.

Data was not collated according to county or region; however, the following programs reported the highest numbers of academically qualified applicants for the 2005-2006 academic year, who were denied admission due to lack of seats to accommodate them:

Associate Degree Programs: (300 or more denied)

- Sinclair Community College, Dayton: 440;
- Owens Community College, Toledo: 725;
- Ohio University, Branch Campuses: 365;
- North Central State College, Mansfield: 335;
- Lorain County Community College, Elyria: 610;
- Cincinnati State Bethesda, Cincinnati: 570; and
- Hocking Tech, Level II, Nelsonville: 540.

Baccalaureate Degree Programs: (200 or more denied)

- Kent State University, Kent: 221 and
- The Ohio State University, Columbus, 247.

Diploma Program: (200 or more) Christ Hospital School of Nursing, Cincinnati: 245.

Academic Denials. Totals for all RN programs show that 3,289 individuals requesting admission did not meet academic admission criteria. This is an increase from 2005 of 25 potential students seeking admission to RN programs, who were denied for academic reasons.

Program Expansion. For the academic year ending June 30, 2006, 23 (of the 60) RN programs indicated they had expanded their programs and 28 RN programs indicated plans to expand in the future, with an anticipated total increase of 698 seats.

Of the 23 programs that expanded during 2005-2006 academic year, the following needs and challenges were faced:

- 78% required additional faculty;
- 39% faced challenges identifying additional clinical placements for students;
- 22% required additional preceptors; and
- 43% required additional space and/or equipment.

For 2005-2006, the expansion of RN programs added a reported total of 683 seats. The increase by program type is as follows:

- Associate Degree Seats: 280
- BSN Seats: 403
- Diploma Seats: 1 program indicated expansion, but did not indicate the # of seats

Faculty Shortage Projections. Programs were asked to indicate the number of faculty who left in the 2005-2006 academic year due to retirement 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 the faculty members' credentials and experience causing those faculty to leave the nursing education program to return to clinical practice or an administrative position.

- **Faculty Gone in 2005-2006.** Programs reported that a total of 39 faculty members had left the employ of RN programs for reasons other than compensation during the July 1, 2005 through June 30, 2006 time frame. This is an increase of 11 faculty in comparison to the 28 reported as leaving in the previous academic year.
- **Anticipated Retirements.** A total of 168 faculty members are expected to leave due to retirement in the next 5 years.
- **Loss of Faculty Because of Compensation Issues.** Programs reported a total of 46 faculty members left during the 2005-2006 academic year due to salary or other compensation issues.

Table 2 on page 7 provides information about faculty.

Distance Learning. This year, with the exception of one program, all programs answered the question regarding whether or not any part of the program had distance learning options for students, 29 programs reported using distance learning and 30 reported that they did not use distance learning. Of the 29 programs, 14 baccalaureate and higher degree programs reported

using distance learning and 15 associate degree programs reported using distance learning. All 6 diploma programs reported that they did **not** utilize distance learning.

Accelerated Programs. A number of RN programs offer accelerated program options as described on the first page of this report. The number of programs indicating an accelerated track for LPNs are: 18 associate degree programs; 5 diploma programs; and 5 baccalaureate programs. Nine baccalaureate (and higher) programs indicated an accelerated track for individuals with a baccalaureate in another field.

The following charts indicate the RN programs reporting an accelerated program or track:

BSN & higher Programs Accelerated program for BS in another field	# Quarters/Semesters in Traditional Track	# Quarters/Semester in Accelerated Track
Case Western SON (Certificate), 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	4
The Ohio State University, Columbus	9	6
The University of Akron, Akron	6	4
The University of Cincinnati, Cincinnati	12	5
Wright State University, Dayton	9	5
Ursuline College, Breen SON, Pepper Pike	8	4

BSN Programs Accelerated program for LPNs	# Quarters/Semesters in Traditional Track	# Quarters/Semester in Accelerated Track
Kent State University, Kent	8	6
Malone College, Canton	8	7
Lourdes College, Sylvania	11	10
Franciscan Univ. of Steubenville, Steubenville	8	6
Ursuline College, Breen SON, Pepper Pike	8	8

Diploma Programs Accelerated program for LPNs	# Quarters/Semesters in Traditional Track	# Quarters/Semester in Accelerated Track
Community Hospital SON, Springfield	6	5
Trinity Hospital SON, Steubenville	5	3
Aultman Hospital SON, Canton	4	3.5
Firelands Regional Medical Center, Sandusky	8	5
Huron School of Nursing, Cleveland	5	3

Associate Degree Programs Accelerated program for LPNs	# Quarters/Semesters in Traditional Track	# Quarters/Semester in Accelerated Track
Southern State Community College, Hillsboro	7	5
Stark State College, Canton	5	3
Edison State College, Piqua	5	4
Miami University, Hamilton	4	2
Owens Community College, Toledo	6	3
University of Rio Grande, Rio Grande	5	3
Belmont Technical College, St. Clairsville	6	4
James A. Rhodes State College, Lima	6	5
Marion Technical College, Marion	7	4
Sinclair Community College, Dayton	8	7
Ohio University, Zanesville & other branches	6	4
Cuyahoga Community College, Cleveland	4	3
Shawnee State University, Portsmouth	6	4
Kettering College of Medical Arts, Kettering	5	5
North Central State College, Mansfield	7	4
Lorain Community College, Elyria	5	4
Kent State University, Northeastern Ohio	4	2
Univ. of Cincinnati Raymond Walters, Cincinnati	6	4

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, describe 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. 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.

Diploma programs reported clinical hour totals ranging from a low of 533 hours to a high of 1,304 hours. The average number of clinical hours for all diploma programs was 923 hours.

Associate degree programs reported clinical hour totals ranging from a low of 450 hours to a high of 1,035 hours. The average number of clinical hours was 716.4.

All but one of the **baccalaureate** programs submitted the required information related to number of clinical hours. Reported clinical hour totals ranged from a low of 600 hours to a high of 1,280 hours. The average number for the programs reporting was 864.8 hours.

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

Program Type	Faculty Vacancies			Distance Learning		Clinical Hours (Low/High/Average Median)
	Last Year	Next 5 Yrs	Re: Salary	Yes	No	
Diploma	0	9	6	0	6	533 / 1,304 / 923 901
Associate Degree	16	64	13	15	14	450 / 1,035 / 716.4 708
Baccalaureate & higher	23	95	27	14	10	600 / 1,280 / 864.8 847 (BSN) 781 (>BSN)
SUMMARY	39 in 2006 (28 in 2005)	168 in 2006 (162 in 2005)	46 in 2006 (41 in 2005)			

Post-grad Employment Trends. In order to provide another piece of data related to the nursing shortage, this year for the first time, programs were asked if they had any formal or informal feedback from graduates related to employment and, if so, what their graduates reported about their employment opportunities. Nearly all programs reported either a formal or informal process for obtaining employment information of their graduates. The question on the annual report was worded to require a narrative answer; therefore, results are not quantified. However, almost all programs reporting that they had a feedback mechanism relative to employment, reported that their RN graduates were not having difficulty finding employment. Several programs reported graduates had no difficulty finding employment, but that those graduates had to accept either a shift, a specialty area or a facility that was not their first choice.

Practical Nursing Programs

Program Capacity and Expansion

The response rate of PN programs was excellent again this year 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 indicated that there were 5,946 available seats, an increase of 16 from the total of 5,930 available seats reported in 2005. Programs reported that 5,728 of those were filled, which represents 96.3% of the available seats in all Ohio PN programs.

Applications Denied. Totals for all PN programs indicate that 2,914 individuals requesting admission were denied because they did not meet academic admission criteria. This is an increase from the 2,439 individuals denied admission for academic reasons reported for in the 2004-2005 academic year. An additional 2,448 applicants were denied admission due to space constraints; this figure is an increase of 88 applicants from the 2,360 individuals denied in 2005 due to space constraints.

Data was not collated according to county or region; however, the following 3 programs reported **300** or more academically qualified applicants denied admission due to lack of seats to accommodate them:

- Hocking College, Nelsonville: 474;
- Lorain County Community College, Elyria: 350; and
- Great Oaks School of Practical Nursing (post-secondary), Cincinnati: 422.

Program Expansions. Twelve PN programs indicated that they expanded their programs in the 2005-2006 academic year adding 191 seats; an additional 15 PN programs indicated that they intend to expand in the future for a total of 282 anticipated additional seats in future years in existing PN programs. Of the 12 programs that expanded, the following challenges were identified:

- 67% required additional faculty;
- 50% required additional space and/or equipment;
- 33% required additional preceptors; and
- 75% 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 2005-2006 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 2005-2006.** Programs reported that a total of 5 faculty members had left the employ of PN programs during the July 1, 2005 through June 30, 2006 time frame for reasons other than compensation.

- **Anticipated Retirements.** A total of 56 faculty members are expected to leave due to retirement in the next 5 years.
- **Loss of Faculty Because of Compensation Issues.** PN Programs reported a total of 26 faculty members left during the 2005-2006 academic year due to salary or other compensation issues.

Distance Learning. All programs responded to this question; 11 PN programs indicated there was some distance learning technology included in their programs.

Clinical Hours. All PN programs responded to the question regarding the total number of hours in the clinical setting. Clinical hour totals ranged from a low of 224 hours to a high of 646 hours. The average number of clinical hours was 453.8, a decrease of 40.2 from the average of 494 reported in 2005 and a decrease of 78.2 from the reported average of 532 clinical hours in 2004. However, this may or may not accurately reflect an actual decrease in clinical hours, due to some programs appearing to report the total of their lab and clinical hours together in previous years.

Table 3
Practical Nursing Programs
Faculty Vacancies, Distance Learning, and Clinical Hours

Faculty Vacancies			Distance Learning		Clinical Hours
Last Year	Next 5 Years	Re: Salary	Yes	No	(Low/High/Average Median)
5 (9 in 2005)	56 (43 in 2005)	26 (30 in 2005)	6	47	224 / 646 / 453.8 389 (High School); 470 (Adult)

Post-grad Employment Trends. In order to provide another piece of data related to the nursing shortage, this year for the first time, programs were asked if they had any formal or informal feedback from graduates related to employment and, if so, what their graduates reported about their employment opportunities. Nearly all schools reported either a formal or informal method of getting employment information regarding their graduates. The question on the annual report was worded to require a narrative answer; therefore, results are not quantified. However, almost all programs reported that they had a feedback mechanism relative to employment. A number of programs reported that graduates had some difficulty finding employment of their choice. These programs reported that graduates had to accept either a shift, a specialty area or a facility that was not their first choice or that they were offered only part-time employment when they were seeking full-time employment.

Summary

The following is a summary of the 2005-2006 Annual Report data:

Professional (Registered Nursing) Programs

- Professional nursing education programs are, for practical purposes, filled to capacity. Statewide, diploma programs report being filled to 96% of their capacity; associate degree programs report 102% of capacity; and baccalaureate and higher programs report 96% of capacity.
- Programs at all levels (ADN, diploma and BSN & higher) all over the state report denying admission to qualified students due to lack of available seats in the program. Of the 7,414 denials due to space constraints, the associate degree programs reported denying admission to 5,798 applicants.
- 23 of the 60 RN programs expanded their programs during the 2005-2006 academic year adding an additional 683 seats, in addition to the 928 seats that were added in academic year 2004-2005.
- The primary challenges faced with expansion continue to be the need for additional faculty and additional clinical placements.
- RN programs lost a total of 85 faculty members in the 2005-2006 academic year compared to 69 faculty members lost during the 2004-2005 academic year.
- RN programs anticipate the retirement of 168 faculty members in the next 5 years.
- The range in the numbers of clinical clock hours among all the RN programs is from 450 to 1,304 hours, representing a difference of 854 hours.
- 38 RN programs reported offering accelerated tracks for LPNs or for individuals with a baccalaureate degree in another field.

Practical Nursing Programs

- Practical nursing education programs are also fairly full with only 3.7% of the available seats being empty.
- 12 PN programs expanded last year, adding a total of 191 seats (678 seats were added in academic year 2004-2005).
- Primary challenges with expansion continue to be the need for additional faculty and clinical placement, with 75% of the PN programs reporting that they had difficulty finding clinical placements with their expansions.
- PN programs lost 31 faculty members compared to 39 reported as lost during the 2004-2005 academic year.
- PN programs anticipate that 56 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 422 hours. The program with the fewest clinical hours reported 224 hours; the program with the greatest number of hours reported 646 clinical hours.

Respectively submitted,
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Analysis of Annual Reports, RN Programs, Appendix A

	Available Seats per Year	Number of Seats Filled	Applications Denied/ Academic	Applications Denied/Space	Expansion possible w/ Existing Resources		Do you Intend Expansion?		# If Yes	Have you Already Expanded?		# If Yes	Was Space & Equipment Needed?		Were Additional FTEs Needed?		Were Additional Preceptors Needed?		Were Clinical Placements Scarce?	
					Y	N	Y	N		#	Y		N	#	Y	N	Y	N	Y	N
ADN																				
Totals	5,360	5,469	1,973	5,798	7	22	16	13	394	10	19	280	4	8	8	3	3	8	3	8
Avg		188.6	68	199.9								28								
%		102%																		
Diploma																				
Totals	656	631	158	419	1	5	1	5	40	1	5	*	*	2	1	1	*	2	1	1
Avg	109.3		26.3	69.8																
%		96%																		
BSN & Above																				
Totals	3,810	3,669	1,158	1,197	7	18	11	14	264	12	13	403	4	8	9	4	3	10	4	9
Avg	182		46.3	47.8					30.8			33.5								
%		96.2%																		
All RN																				
2005																				
Totals	9,821	9,486	3,264	6,549	23	37	32	28	864	34	26	923	22	16	30	5	11	13	27	8
%		96.5%																		
2006																				
Totals	9,826	9,769	3,289	7,414	14	40	28	32	698	23	37	683	10	16	18	7	5	20	9	16
%		99.4%																		

* No answer provided.

Note: Some of the numbers above are inconsistent due to inaccuracies in the raw data provided by the programs.

Analysis of Annual Reports, PN Programs, Appendix B

	Available Seats per Year	Number of Seats Filled	Applications Denied/ Academic	Applications Denied/Space	Expansion possible w/ Existing Resources		Do you Intend Expansion?		# If Yes		Have you Already Expanded?		# If Yes		Was Space & Equipment Needed?		Were Additional FTEs Needed?		Were Additional Preceptors Needed?		Were Clinical Placements Scarce?	
					Y	N	Y	N	#	Y	N	#	Y	N	Y	N	Y	N	Y	N	Y	N
PN																						
2005 Totals																						
Totals	5,930	5,621	2,439	2,360	8	45	16	37	748	14	39	678	9	7	12	3	6	9	11	4		
Average	111.9	110.2	54.2	47.2					49.9			52.2										
%		94.3%																				
2006 Totals																						
Totals	5,946	5,728	2,914	2,448	10	42	15	37	282	12	40	191	6	6	8	4	4	7	9	3		
Average	114.3	110	56	47					18.8			15.9										
%		96.3%								23%												

Note: Some of the numbers above are inconsistent due to inaccuracies in the raw data provided by the programs.