



ANNUAL REPORTS FROM OHIO PRELICENSURE NURSING EDUCATION PROGRAMS

Executive Summary

June 30, 2002 through July 1, 2003

The Mission of the Ohio Board of Nursing is to actively promote and protect the health of the citizens of Ohio through the safe and effective practice of nursing as defined by law. Measurable ends to achieve this mission include competent practitioners, an informed public and a law, which accurately reflects the dynamic practice of nursing.

The Annual Reports from Nursing Education Programs. The Ohio Board of Nursing (Board) annually requests that all Ohio prelicensure nursing education programs submit an annual report. Information that verifies basic data, such as the name of the administrator, program address, enrollment and graduation figures, and controlling agency information is collected. In addition, the program administrator attests to the fact that the program continues to meet and maintain the rules set forth in Chapter 5 of the Ohio Administrative Code (Rules), “Prelicensure Nursing Education Programs.” The enrollment and graduation figures are presented in Table 1 on page 2.

Additional Data Collected in 2002-2003. In the interest of serving a public need to collect data related to the supply-side of the nursing shortage in Ohio, additional data was collected for the 2002-2003 academic year regarding program capacity and intent to expand, or verification that the program had accomplished an expansion. In addition, for those programs that had designed and implemented an expansion, questions were asked regarding the challenges faced in that process. Data to assist in projecting the need for future faculty was also collected.

Data on the numbers of “seats” available to persons entering mainstream nursing education programs was collected. Professional nursing programs (RN programs) were asked to declare whether they had developed an “advanced standing” or “accelerated program”. An accelerated program is a track in the pre-licensure program designed for individuals who, at admission, hold a bachelor’s degree in another field. In rule, this is called “advanced standing”. The “advanced standing” tracks or options may follow a curriculum plan that is less than the two years minimum required of “generic” nursing programs so long as the program upholds the same rigorous standards (see Rule 4723-5-13(C)(1)(2) OAC, defining an “advanced standing” option).

Two additional pieces of information are summarized here. The first is whether or not programs have incorporated any distance learning technology into their curriculum. The second is the number of hours spent in supervised clinical practice in health care facilities. In recent years, the rules addressing clinical experience requirements were revised to eliminate a discrete hour requirement, and now require the inclusion of clinical experience at the discretion of the faculty-designed curriculum plan.

Both rules, 4723-5-13(C)(4) OAC for professional nursing programs, and Rule 4723-5-14(C)(4) OAC for practical nursing programs, state that the program must:

Include 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 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.

Note: Data has been collected from all programs on Full or Provisional Approval. Programs on Conditional Approval status, that is, programs who 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
Certificate in Professional Nursing 2002 . . . 1 2003 . . . 1	Certificate in Professional Nursing 1995 . . . 94 2002 . . . 48 2003 . . . 56	Certificate in Professional Nursing 2002 . . . 27 2003 . . . 19
Baccalaureate 2002 . . . 23 2003 . . . 23	Baccalaureate 1995 . . . 7201 2002 . . . 4681 2003 . . . 4536	Baccalaureate 2002 . . . 1411 2003 . . . 1333
Diploma 2002 . . . 8 2003 . . . 6	Diploma 1995 . . . 1691 2002 . . . 756 2003 . . . 796	Diploma 2002 . . . 174 2003 . . . 236
Associate Degree 2002 . . . 29 2003 . . . 29	Associate Degree 1995 . . . 5945 2002 . . . 4445 2003 . . . 5301	Associate Degree 2002 . . . 1752 2003 . . . 1861
Practical – High School 2002 . . . 4 2003 . . . 4	Practical – High School 1995 . . . 128 2002 . . . 123 2003 . . . 132	Practical – High School 2002 . . . 47 2003 . . . 57
Practical – Adult 2002 . . . 43 2003 . . . 45	Practical – Adult 1995 . . . 2186 2002 . . . 3023 2003 . . . 3340	Practical – Adult 2002 . . . 1751 2003 . . . 2115

Professional Nursing Programs

Program Capacity and Expansion

The response rate from programs related to capacity and expansion issues was variable. While 100% of programs responded to the annual report survey, some programs were unable to provide data regarding the number of applications denied for academic reasons. A reason for non-response to questions was not required, however, a number of, “open enrollment” institutions, particularly state-funded community colleges, indicated that they admit all applicants who are able to complete the application process, on a space available basis, then put the remainder on the “wait list” for the next available admission time.

Programs were asked whether or not they could expand with available resources, including space, faculty, and dollars. They were also asked their intention to expand, and if they answered in the affirmative, 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. To follow, 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 incurred 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. Totals and percentages for all professional nursing (RN) programs were then calculated.

Seat Availability. Totals for all RN programs revealed that there are 8,103 available “seats” for students. Only 7,615 of those were filled at the time of the survey. This yields a 94% “fill” for all Ohio RN programs. However, while some programs were not full to capacity, a number of programs indicated lengthy waiting lists (see “Applications Denied”, below). 17 associate degree, 3 diploma, and 6 BSN programs indicated applicants had been denied because of space. No RN program *type* was full (96% for associate degree programs, 95% for diploma programs, and 91% for BSN and higher degree programs).

Applications Denied. Totals for all RN programs shows that 2,241 individuals requesting admission did not meet academic admission criteria. An additional 3,356 individuals were denied admission due to space constraints. Data was not collated according to county or region; however, the following programs reported 100 or more applicants denied because there were not enough “seats” to accommodate them:

Associated Degree Programs: Cincinnati State Bethesda School of Nursing, Cincinnati, 160; Central Ohio Technical College, Newark, 670; James A. Rhodes State College, Lima, 592; Lakeland Community College, Kirtland, 190; North Central State College, Mansfield, 129; Owens Community College, Toledo, 484; and Sinclair Community College, Dayton, 424.
Baccalaureate Degree Programs: The Ohio State University, 294.

Possible Expansion with Existing Resources. 21 RN programs, or 38%, indicated they would be able to increase the numbers of students in their programs with existing resources. 34 programs, or 62%, indicated they would not be able to do so.

Intention to Expand. 43 RN programs, 75% of those surveyed, indicated an intention to increase the number of seats in their program. The total number of additional seats projected for those programs totaled 994. The remaining 14 programs, or 25%, indicated no intention to expand.

Expansion Accomplished. 44 RN programs, or 80%, indicated they had already expanded their programs, while the remaining 11, or 20%, had not done so. Of the 44 programs that had already expanded, the following needs and challenges were faced:

- 41% required additional space and/or equipment;
- 82% required additional faculty;
- 66% required additional preceptors; and
- 71% faced challenges identifying the additional clinical placements for students.

Results by program type, and totals, are found in “Analysis of Annual Reports, RN Programs, Appendix A,” on page 10:

Additionally, the following information is found in Table 2, “RN Program Faculty Vacancies, Distance Learning, and Clinical Hours”, on page 5.

Faculty Shortage Projections

Programs were asked to indicate the numbers of faculty who left in the 2002-2003 academic year, and to project the numbers who might leave in the next five years due to retirement or other factors. In addition, programs were asked to indicate faculty who have left because of issues related to compensation, that is, salaries that might not be commensurate with their credentials and experience and have left nursing education to return to a clinical practice or administrative position.

- **Faculty Gone in 2002-2003.** Programs reported that a total of 24 faculty members had left the employ of RN programs during the July 1, 2002 through June 30, 2003 time frame.
- **Anticipated Retirements.** A total of 151 faculty members are expected to leave due to retirement in the next five years.
- **Faculty Gone Because of Compensation Issues.** A total of 33 faculty members left to accept positions in clinical or administrative settings due to salary or other compensation issues.

Accelerated Programs

A number of RN programs, primarily baccalaureate and higher degree programs, operate “accelerated” programs, that is, special tracks in the prelicensure program that are designed for individuals who hold a minimum of a baccalaureate degree in another field. These programs compress the nursing major, and by rule, the program may then follow a curriculum schedule that is completed in less than the otherwise required two academic or calendar years. One diploma program, one associate degree program, and seven baccalaureate programs indicated they have an accelerated track.

Distance Learning

Programs reported a variety of ways in which distance learning was facilitated. Many programs indicated they utilized web-enhanced methodologies to support existing classroom experiences. A few indicated that whole courses, such as “bridge” courses, or initial theory courses, could be taken on-line. No diploma programs reported utilizing distance technology, however, fourteen associate degree programs, and eleven baccalaureate and higher degree programs responded in the affirmative to the question.

Clinical Hours

The Board does 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, prescribes the expected parameters and outcomes for clinical experience and states in part as follows:

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 curriculum. 100% of the **diploma** programs responded. Clinical hour totals ranged from a low of 533 hours to a high of 1,344 hours. The mean number of clinical hours for all programs was 1016.5 hours, and the median was 968 hours.

Half of the **associate degree** programs submitted the required information. Clinical hour totals ranged from a low of 285 hours to a high of 880 hours. The mean number of clinical hours for the programs reporting was 698.5 hours, and the median was 680 hours.

Seventeen **baccalaureate and higher degree** programs submitted the required information. Clinical hour totals ranged from a low of 378 hours to a high of 1,192.5 hours (rounded to 1.193 hours). The mean number of clinical hours for the programs reporting was 830.5, and median was 810 hours.

It should be noted that number of hours alone is not a sole indicator of clinical program quality, however, this information may be assistive to nursing programs hoping to benchmark against norms for similar programs.

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

Program Type	Faculty Vacancies			Distance Learning		Clinical Hours (Mean/median)
	Last Year	Next 5 Yrs	Re: Salary	Yes	No	
Diploma	0	14	5	0	6	1016.5/968
Associate Degree	11	53	24	14	11	698.5/680
Baccalaureate	13	84	4	11	12	830.5/810
SUMMARY	24	151	33	25	29	848.5/819

Practical Nursing Programs

Program Capacity and Expansion

Similar to response from the RN programs, the response rate from PN programs related to capacity and expansion issues was variable. While 100% of programs responded to the annual report survey, some programs were unable to provide data regarding the number of applications denied for academic or space reasons.

PN programs were also asked whether or not they could expand with available resources, including space, faculty, and dollars. They were also asked their intention to expand, and if they answered in the affirmative, 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. To follow, 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 incurred in placing students in clinical experiences.

Data was collated resulting in totals, averages, and percentages, where appropriate.

Seat Availability. Totals for all PN programs revealed that there are 4,184 available “seats” for students. Only 3,946 of those were filled at the time of the survey. This yields a 94.3% “fill” for all Ohio PN programs. However, while there are programs that are not full to capacity, 21 programs indicated a number of applicants were denied entrance due to space considerations. (see “Applications Denied”, below).

Applications Denied. Totals for all PN programs shows that 1,627 individuals requesting admission did not meet academic admission criteria. An additional 1,504 individuals were denied admission due to space constraints. Data was not collated according to county or region; however, the following programs reported 100 or more applicants denied because there were not enough “seats” to accommodate them:
Butler County PN Program Hamilton, 106; Choffin School of Practical Nursing, Youngstown, 161; Columbus Public Schools, Columbus, 300; Hocking College, Nelsonville, 840; North Central State College, Mansfield, 164; and Trumbull Career & Technical Center, Adult Program, Warren, 120.

Possible Expansion with Existing Resources. 13 PN programs, or 28%, indicated they would be able to increase the numbers of students in their programs with existing resources. 34 programs, 72%, indicated they would not be able to do so.

Intention to Expand. 21 PN programs, 45% of those surveyed, indicated an intention to increase the number of seats in their program. The total number of additional seats projected for those programs totaled 477. The remaining 26 programs, or 55%, indicated no intention to expand.

Expansion Accomplished. 28 PN programs, or 61%, indicated they had already expanded their programs, while the remaining 18, or 39%, had not done so. Of the 28 programs that had already expanded, the following needs and challenges were faced:

- 55% required additional space and/or equipment;
- 69% required additional faculty;
- 45% required additional preceptors; and
- 52% faced challenges identifying the additional clinical placements for students.

Results are found in “Analysis of Annual Reports, PN Programs, Appendix B,” on page 11.

Additionally, the following information is found in Table 3. “PN Program Faculty Vacancies, Distance Learning, and Clinical Hours”, on page 7.

Faculty Shortage Projections

Programs were asked to indicate the numbers of faculty who left in the 2002-2003 academic year, and to project the numbers who might leave in the next five years due to retirement or other factors. In addition, programs were asked to indicate faculty who have left because of issues related to compensation, that is, salaries that might not be commensurate with their credentials and experience who have left nursing education to return to a clinical practice or administrative position.

- **Faculty Gone in 2002-2003.** Programs reported that a total of 3 faculty members had left the employ of PN programs during the July 1, 2002 through June 30, 2003 time frame.
- **Anticipated Retirements.** A total of 44 faculty members are expected to leave due to retirement in the next five years.
- **Faculty Gone Because of Compensation Issues.** A total of 22 faculty members left to accept positions in clinical or administrative settings due to salary or other compensation issues.

Distance Learning

3 of the 44 programs responding to this question indicated there was some distance learning technology included in the program.

Clinical Hours

39 PN programs responded to the question asking for the total number of clinical hours. Clinical hour totals ranged from a low of 230 hours to a high of 1,270 hours. The mean number of clinical hours of programs reporting was 542, and the median number of hours was 524.6.

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

Program Type	Faculty Vacancies			Distance Learning		Clinical Hours (Mean/Median)
	Last Year	Next 5 Yrs	Re: Salary	Yes	No	
Practical Nursing	3	44	22	3	44	542/524.6

Summary

The following points are summarized from the 2003 Annual Report data:

Professional Nursing Programs

- Professional nursing education programs are not, across the state, “full” to capacity. Statewide, 6% of the available seats are vacant.
- Baccalaureate programs have the greatest number of available seats – 9%.
- The largest numbers of applicants denied admission due to space constraints occurred in both larger cities and programs and in rural areas and smaller programs.
- 80% of RN programs have already expanded their programs, by a total of 1,041 seats.

- Another 75% of RN programs intend to expand for the first time, or plan for additional expansion, to accommodate another 994 students.
- Challenges faced during expansion, in order, included the need for additional faculty, additional clinical placements, and finally, additional preceptors.
- RN programs lost 57 total faculty during the 2002-2003 academic year.
- It is anticipated that 151 faculty in RN programs 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 1,059 hours. The program with the fewest hours reported 285 hours; the program with the greatest number of hours reported 1,344 hours.
- Diploma programs had the greatest number of clinical hours in their curriculum, followed by BSN programs. Associate degree programs had the fewest number of clinical hours.
- Both associate degree and BSN programs are exploring distance-learning methodologies.
- 10 RN programs operated accelerated tracks for individuals with baccalaureate degrees in other fields.

Practical Nursing Programs

- Practical nursing education programs are not, across the state, “full” to capacity. Statewide, 5.7% of the available seats are vacant.
- The largest numbers of applicants denied admission due to space constraints occurred in programs that were generally larger, regardless of the size of the city.
- 61% of PN programs have already expanded their programs, by a total of 829 seats.
- Another 45% of PN programs intend to expand for the first time, or plan for additional expansion, to accommodate another 477 students.
- Challenges faced during expansion, in order, included the need for additional faculty, additional space and/or equipment, and additional clinical placements. Finally, additional preceptors was a challenge faced by fewer than half the programs expanding (45%).
- PN programs lost 25 total faculty during the 2002-2003 academic year.
- It is anticipated that 44 faculty in PN programs 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 1,049 hours. The program with the fewest hours reported 221 hours; the program with the greatest number of hours reported 1,270 hours.
- 3 PN programs are exploring distance-learning methodologies.

The 2002-2003 Annual Reports provide compelling data that may be helpful to the Board of Nursing in making future regulation and resource allocation decisions.

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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	4,064	3,904	1,677	2,976	5	23	19	8	527	21	5	499	10	10	17	3	13	7	18	2
Avg	145.1	139.4	76.2	124.0					32.9			26.3								
%		96%			18%	82%	70%	30%		81%	19%		50%	50%	85%	15%	65%	35%	90%	10%
Diploma																				
Totals	610	579	77	20	3	3	6		109	4	2	94	4		4		4		3	2
Avg	101.7	96.5	12.8	6.7					21.8			23.5								
%		95%			50%	50%	100%			67%	33%		100%		100%		100%		60%	40%
BSN & Above																				
Totals	3,429	3,132	487	360	13	11	18	6	358	19	4	448	4	16	15	5	12	8	11	9
Avg	149.1	130.5	20.3	15.0					22.4			23.6								
%		91%			54%	46%	75%	25%		83%	17%		20%	80%	75%	25%	60%	40%	55%	45%
All RN																				
Totals	8,103	7,615	2,241	3,356	21	34	43	14	994	44	11	1,041	18	26	36	8	29	15	32	13
%		94%			38%	62%	75%	25%		80%	20%		41%	59%	82%	18%	66%	34%	71%	29%

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
PN																				
Totals	4,184	3,946	1,627	1,504	13	34	21	26	477	28	18	829	16	13	20	9	13	16	15	14
Average	89.0	84.0	58.1	68.4					25.1			31.9								
%		94.3%			28%	72%	45%	55%		61%	39%		55%	45%	69%	31%	45%	55%	52%	48%