



## ANNUAL REPORTS OHIO PRELICENSURE NURSING EDUCATION PROGRAMS June 30, 2003 through July 1, 2004 Summary

*The Mission of the Ohio Board of Nursing is to actively safeguard the health of the public through the effective regulation of nursing care.*

**Annual Reports.** The Ohio Board of Nursing (Board) annually requests that all Ohio prelicensure nursing education programs submit an annual report to collect basic data, such as the name of the administrator, program address, enrollment and graduation figures, and controlling agency information. 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.

In the interest of collecting data related to the nursing shortage in Ohio, additional 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 (registered nurse programs) were asked to declare whether they had developed an "accelerated program". An accelerated program is a track within the prelicensure program that is designed for individuals who, at 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 two 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).

Two additional pieces of information are summarized in this report. First, have programs incorporated distance-learning technology into their curriculum, and second, how many hours are spent in supervised clinical practice in health care facilities. In recent years, clinical experience requirements were revised to eliminate a specific number of hours, and now require the inclusion of clinical experience to be 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 include clinical and laboratory experiences which 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.

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**

<b>Nursing Education Programs by Type</b>	<b>Nursing Education Program Enrollment Statistics</b>	<b>Program Graduates</b>
Certificate in Professional Nursing 2002 ... 1 2003 ... 1 <b>2004 ... 1</b>	Certificate in Professional Nursing 1995 ... 94 2002 ... 48 2003 ... 56 2004 ... 96	Certificate in Professional Nursing 2002 ... 27 2003 ... 19 <b>2004 ... 34</b>
Baccalaureate 2002 ... 23 2003 ... 23 <b>2004 ... 23</b>	Baccalaureate 1995 ... 7,201 2002 ... 4,681 2003 ... 4,536 2004 ... 6,500	Baccalaureate 2002 ... 1411 2003 ... 1333 <b>2004 ... 1688</b>
Diploma 2002 ... 8 2003 ... 6 <b>2004 ... 6</b>	Diploma 1995 ... 1,691 2002 ... 756 2003 ... 796 <b>2004 ... 1,035</b>	Diploma 2002 ... 174 2003 ... 236 <b>2004 ... 320</b>
Associate Degree 2002 ... 29 2003 ... 29 <b>2004 ... 29</b>	Associate Degree 1995 ... 5,945 2002 ... 4,445 2003 ... 5,301 <b>2004 ... 6,184</b>	Associate Degree 2002 ... 1752 2003 ... 1861 <b>2004 ... 2,216</b>
Practical – High School 2002 ... 4 <b>2003 ... 4</b>	Practical – High School 1995 ... 128 2002 ... 123 2003 ... 132 <b>2004 ... 339</b>	Practical – High School 2002 ... 47 2003 ... 57 <b>2004 ... 147</b>
Practical – Adult 2002 ... 43 2003 ... 45 <b>2004 ... 47</b>	Practical – Adult 1995 ... 2186 2002 ... 3023 2003 ... 3340 <b>2004 ... 3815</b>	Practical – Adult 2002 ... 1751 2003 ... 2115 <b>2004 ... 2406</b>

## Professional Nursing Programs

### Program Capacity and Expansion

The response rate from programs related to capacity and expansion issues continued to be variable. While 100% of programs responded to the annual report survey, eight programs 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 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 8,343 available “seats” for students. This is an increase of 240 seats from 8,103 in 2003. 8,149 of those available seats were filled, an increase of an additional 534 students over the 7,615 seats filled in 2003. This is a 97% “fill” for all Ohio RN programs (up from 94% in 2003). In 2004, the combined RN programs reported that 3,752 academically qualified students were denied admission to the nursing major because of a lack of space, or “seats” in the program. The majority, 2,997, had sought application into associate degree granting programs.

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:* Miami University, Hamilton, 113; Hocking College, Nelsonville, 491; James A. Rhodes State College, Lima, 199; Sinclair Community College, Dayton, 465; Ohio University, Zanesville Branch, 278; Clark State Community College, Springfield, 165; Lakeland Community College, Kirtland, 168; North Central State College, Mansfield, 200; and Lorain County Community College, Elyria, 421.

*Baccalaureate Degree Program:* Cleveland State University, 178

**Academic Denials.** Totals for all RN programs shows that 3,252 individuals requesting admission did not meet academic admission criteria. This is an increase from 2003 of 1,011 unqualified individuals seeking admission.

**Possible Expansion with Existing Resources.** Sixteen RN programs, or 27%, indicated they would be able to increase the numbers of students in their programs with existing resources. This is a smaller number than last year, however, a number of programs have already proceeded with expansion of their existing programs.

**Expansion Accomplished.** In 2003, 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:

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

In 2004, 88 RN programs indicated they expanded their programs, by a total of 1,242 seats. In so doing, they faced the same challenges apparent in 2003, however, overcame those challenges and barriers to provide additional space for educating new RNs for the workforce. The increase in raw numbers of seats by program type is as follows:

- Associate Degree Seats: 589
- Diploma Seats: 39
- BSN Seats: 614

Results by program type, and totals, are found in “Analysis of Annual Reports, RN Programs, Appendix A,” on page 11.

Additionally, the following information is found in Table 2, “RN Program Faculty Vacancies, Distance Learning, and Clinical Hours”, on page 6.

### **Faculty Shortage Projections**

Programs were asked to indicate the numbers of faculty who left in the 2003-2004 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 numbers 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 have left nursing education to return to a clinical practice or administrative position.

- **Faculty Gone in 2003-2004.** Programs reported that a total of 30 faculty members had left the employ of RN programs during the July 1, 2003 through June 30, 2004 time frame. This is an increase by 6 faculty in comparison to the 24 reportedly left in the previous year.
- **Anticipated Retirements.** A total of 133 faculty members are expected to leave due to retirement in the next five 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.

### **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, may incorporate a curriculum pattern that is completed in less than the otherwise required two academic or calendar years. One diploma program and nine baccalaureate programs indicated they have an

accelerated track. Programs indicating presence of an accelerated program that included data sufficient to provide below are as follows:

Program	# Quarters/Semesters in Generic Track	# Quarters/Semester in Accelerated Track
Case Western Reserve, FPB School of Nursing, Cleveland	8	4
Cleveland State University, Cleveland	6	4
College of Mount St. Joseph	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	8
The University of Cincinnati, Cincinnati	12	5

### Distance Learning

Consistent with the previous year's report, 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. Four of the six **diploma** programs responded. Reported clinical hour totals ranged from a low of 533 hours to a high of 1,104 hours. The mean number of clinical hours for all programs was 852.5 hours, and the median was 886 hours.

Approximately half of the **associate degree** programs submitted the required information. Reported clinical hour totals ranged from a low of 570 hours to a high of 960 hours. The mean number of clinical hours for the programs reporting was 759 hours, and the median was 765 hours.

Fourteen **baccalaureate and higher degree** programs submitted the required information. Reported clinical hour totals ranged from a low of 652 hours to a high of 1,638 hours. The mean number of clinical hours for the programs reporting was 970.3, and the median was 854 hours.

It should be noted that number of hours alone is not the sole indicator of clinical program quality, however, 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 (Mean/median)
	Last Year	Next 5 Yrs	Re: Salary	Yes	No	
Diploma	1	7	1	0	5	1016.5/968 '03 852.5/886 '04
Associate Degree	15	47	20	12	13	698.5/680 '03 759/765 '04
Baccalaureate	14	79	9	13	8	830.5/810 '03 970.3/854 '04
<b>SUMMARY</b>	<b>24 in '03 30 in '04</b>	<b>151 in '03 133 in '04</b>	<b>33 in '03 30 in '04</b>			

## Practical Nursing Programs

### Program Capacity and Expansion

Similar to responses from the RN programs, the response rate from practical nurse (PN) programs related to capacity and expansion issues was variable. This year, most programs were able 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 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 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 4,626 available “seats”, in increase from the total 4,184 available “seats” declared in 2003. At the time of the survey, 4,523 of those were filled. This is a 98% “fill” for all Ohio PN programs. A number of programs indicated that applicants were denied entrance due to space considerations. (see “Applications Denied” below).

**Applications Denied.** Totals for all PN programs shows that 1,758 individuals requesting admission were denied because they did not meet academic admission criteria. This is a slight increase from the 1,627 individuals denied admission on an academic basis last year. An additional 1,435 individuals were denied admission due to space constraints, slightly less than the 1,504 individuals denied in 2003. Data was not collated according to county or region; however, the following three programs reported 100 or more applicants denied because there were not enough “seats” to accommodate them:

Butler County PN Program Hamilton, 176; Hocking College, Nelsonville, 491 (almost half denied on basis of space compared to last year); and North Central State College, Mansfield, 211. The list has grown shorter – in 2003 six programs reported 100 or more applicants denied on basis of space.

**Possible Expansion with Existing Resources.** Nine PN programs, or 19%, indicated they would be able to increase the numbers of students in their programs with existing resources. Thirty-nine programs, 81%, indicated they would not be able to do so at this time.

**Intention to Expand.** Seventeen PN programs indicated an intention to increase the number of seats in their program. The total number of additional seats projected for those programs totaled 395. A number of programs did not respond to this question.

**Expansion Accomplished.** Thirty PN programs, or 63%, indicated they had already expanded their programs, while the remaining 18, or 38%, had not done so. Of the 30 programs that had already expanded, the following needs and challenges were faced:

- 94% required additional faculty;
- 66% required additional space and/or equipment;
- 57% required additional preceptors; and
- 45% faced challenges identifying the additional clinical placements for students.

Results are found in “Analysis of Annual Reports, PN Programs, Appendix B,” on page 12.

Additionally, the following information is found in Table 3. “PN Program Faculty Vacancies, Distance Learning, and Clinical Hours”, on page 8.

### Faculty Shortage Projections

Programs were asked to indicate the numbers of faculty who left in the 2003-2004 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 2003-2004.** Programs reported that a total of 8 faculty members had left the employ of PN programs during the July 1, 2003 through June 30, 2004 time frame for reasons other than salary.
- **Anticipated Retirements.** A total of 41 faculty members are expected to leave due to retirement in the next five years.
- **Faculty Gone Because of Compensation Issues.** A total of 28 faculty members left to accept positions in clinical or administrative settings due to salary or other compensation issues.

### Distance Learning

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

### Clinical Hours

Thirty-nine PN programs responded to the question asking for the total number of clinical hours. Clinical hour totals ranged from a low of 273 hours to a high of 1,270 hours. The mean number of clinical hours of programs reporting was 532.1, a decrease in 10 hours from 542 reported in 2003, and the median number of hours was 498, a decrease of approximately 27 hours from 524.6 reported in 2003.

**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	8	41	28	4	44	<b>542/524.6 in '03</b> <b>532.1/498 in '04</b>



## Summary

The following points are summarized from the 2003-2004 Annual Report data:

### Professional (Registered Nursing) Programs

- Professional nursing education programs are, for practical purposes, “full” to capacity. Statewide, only 3% of the available seats are vacant. It should be noted that enrollment numbers are usually fluid, because of the numbers of students entering and leaving at any given time.
- This year, baccalaureate programs were as “full” as other types of programs, to 98.6% of capacity.
- 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. The most dramatic space constraints compared to the number of individuals seeking entrance were at public schools versus private.
- 80% of RN programs have already expanded their programs, by a total of 1,242 seats. This figure is likely to include those seats increased over the past academic year as well.
- Challenges faced during expansion, in order, included the need for additional faculty, additional clinical placements, and finally, additional preceptors. This pattern is the same as that which appeared in 2003 for RN programs.
- RN programs lost a total of 60 faculty during the 2003-2004 academic year.
- It is anticipated that 133 faculty in RN programs will retire in the next 5 years.
- The spread in the numbers of clinical clock hours between those programs with the fewest and those programs with the greatest is 1,105 hours. The program with the fewest hours reported 533 hours in one diploma program; the program with the greatest number of hours was a baccalaureate degree program reporting 1,638 hours.
- Both associate degree and BSN programs are exploring distance-learning methodologies.
- Six programs reported operating accelerated tracks for individuals with baccalaureate degrees in other fields.

### Practical Nursing Programs

- Practical nursing education programs are also, for practical purposes, “full” to capacity. Statewide, only 2% of the available seats are vacant. Again, it should be noted that enrollment numbers are usually fluid, because of the numbers of students entering and leaving at any given time.
- 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, and were public institutions versus private.
- 63% of PN programs have already expanded their programs, by a total of 967 seats.
- Challenges faced during expansion, in order, included the need for additional space and/or equipment, additional faculty, and additional preceptors. Finally, finding clinical placements was a challenge faced by fewer than half the programs expanding (45%).
- PN programs lost 36 total faculty during the 2003-2004 academic year.
- It is anticipated that 41 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 997 hours. The program with the fewest hours reported 273 hours; the program with the greatest number of hours reported 1,270 hours.
- 3 PN programs are exploring distance-learning methodologies.

The data indicates that nursing programs have made a significant impact on the number of available seats in nursing programs, with existing resources, while facing a number of challenges. As programs expand, the pool of experienced faculty is diminishing due to anticipated retirements and other factors, therefore, it seems imperative that new faculty be prepared to step into this role.

Contact Information:

Jacqueline M. Loversidge, RN, C, MS  
Nursing Education Consultant  
Ohio Board of Nursing  
(614) 252-3468  
[jlversidge@nursing.ohio.gov](mailto:jlversidge@nursing.ohio.gov)

## 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	Y
<b>ADN</b>																					
Totals	4,034	3,924	2,330	2,997	5	21	16	10	299	26	3	589	17	6	20	3	13	9	16	6	
Avg	155.2	150.9	101.3	119.9								27									
%		97%			19%	81%	62%	38%		90%	10%		74%	26%	87%	13%	59%	41%	73%	27%	
<b>Diploma</b>																					
Totals	506	476	307	200	1	4	2	3	47	4	5	39	2	2	3	1	2	2	2	2	
Avg	101.2		61.4	40																	
%		97%			20%	80%	40%	60%		44%	56%		50%	50%	75%	25%	50%	50%	50%	50%	
<b>BSN &amp; Above</b>																					
Totals	3,803	3,749	615	555	10	12	13	9	310	18	4	614	9	9	17	1	15	3	14	4	
Avg	181.1	170.4	32.4	29.2					25.8			34.1									
%		98.6%			45%	55%	59%	41%		82%	18%		50%	50%	94%	6%	83%	17%	78%	22%	
<b>All RN</b>																					
<b>2004</b>																					
Totals	<b>8,343</b>	<b>8,149</b>		<b>3,532</b>	<b>16</b>	<b>37</b>	<b>31</b>	<b>22</b>	<b>656</b>	<b>48</b>	<b>12</b>	<b>1,242</b>	<b>28</b>	<b>17</b>	<b>40</b>	<b>4</b>	<b>30</b>	<b>14</b>	<b>32</b>	<b>12</b>	
%		<b>97%</b>			<b>28%</b>	<b>72%</b>	<b>54%</b>	<b>66%</b>		<b>72%</b>	<b>28%</b>		<b>58%</b>	<b>42%</b>	<b>85%</b>	<b>15%</b>	<b>64%</b>	<b>46%</b>	<b>67%</b>	<b>33%</b>	
<b>2003</b>																					
Totals	<b>8,103</b>	<b>7,615</b>	<b>2,241</b>	<b>3,356</b>	<b>21</b>	<b>34</b>	<b>43</b>	<b>14</b>	<b>994</b>	<b>44</b>	<b>11</b>	<b>1,041</b>	<b>18</b>	<b>26</b>	<b>36</b>	<b>8</b>	<b>29</b>	<b>15</b>	<b>32</b>	<b>13</b>	
%		<b>94%</b>			<b>38%</b>	<b>62%</b>	<b>75%</b>	<b>25%</b>		<b>80%</b>	<b>20%</b>		<b>41%</b>	<b>59%</b>	<b>82%</b>	<b>18%</b>	<b>66%</b>	<b>34%</b>	<b>71%</b>	<b>29%</b>	

## 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
<b>PN</b>																				
<b>2004 Totals</b>																				
Totals	4,626	4,523	1,758	1,435	9	39	17	1	395	30	18	967	21	11	29	2	17	13	14	17
Average	96.4	94.2	47.5	33.4					49.4			32.2								
%		98%			19%	81%	94%	6%	63%	37%			66%	34%	94%	6%	57%	43%	45%	55%
<b>2003 Totals</b>																				
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%